

**University of Hyderabad
Department of Sociology**

Vision Statement:

“Creating a learning and research environment of international standards that promotes a scientific understanding of the social world, training and mentoring students at masters’ and doctoral levels, to evolve as socially responsible sociologists with a critical understanding of the social phenomena”.

Mission Statements:

1. To provide comprehensive and critical academic training in sociology and related areas at undergraduate, postgraduate, M.Phil. and Doctoral levels
2. To produce human resources with a sound knowledge base, critical thinking and rigorous methodological orientation in sociology for careers in academia, government and non-government sector
3. To conduct state-of-the art research in social, economic and political dimensions of contemporary societies from a multi-disciplinary perspective

University of Hyderabad
Department of Sociology

Name of the Academic Program: M.A. Sociology

Qualification Descriptors (QDs)

After completion of the Masters' program in Sociology the students will be able to:

QD-1 Demonstrate comprehensive knowledge and skills in the discipline of sociology and its related areas/specializations at post graduate level.

QD-2 Use knowledge and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data, analysis and evaluation using methodologies as appropriate to the discipline of Sociology for formulating evidence-based studies/solutions and arguments;

QD-3 Apply disciplinary knowledge and transferable skills in areas related to social, economic and political dimensions of contemporary societies to new/unfamiliar social contexts in order to document/present/solve complex problems.

QD-4 Communicate the results of studies undertaken in the field(s) of Developmentalism and its critique, Inequalities and Institutions, Culture and Identity, Body, Gender and Sexuality, Rural and Urban Processes, Protest and Social Movements, Modern Scientific Cultures and Industry, Sociology of Knowledge and Social Theory.

QD-5 Demonstrate knowledge and transferable skills in the fields of sociology as mentioned above that are relevant in job trades and employment opportunities like academic positions in Universities, Colleges, Research Institutions, as Consultants, Research Associates, Project Officers in Non-Government Organizations, Departments of Social Welfare of the Governments, International organisations such as UNICEF, ILO etc., and meet one's own learning needs, based on research and development work and professional materials.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3
QD-1	3	3	3
QD-2	3	3	3
QD-3	3	2	3
QD-4	2	2	3
QD-5	2	3	3

Write '3' in the box for 'High-level'mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping.

**University of Hyderabad
Department of Sociology**

Name of the Academic Program: M.A. Sociology

Program Learning Outcomes (PLOs)

Program learning outcomes for M.A in Sociology:

A postgraduate student of Sociology after completion of the Program should be able to:

- 1. Demonstrate a systematic understanding of the academic field of Sociology, its different branches and applications, and its linkages with related disciplinary areas, which are taught in the Masters' programme.**
- 2. Demonstrate procedural knowledge that creates different types of professionals related to the subject area of Sociology, including professionals engaged in research and development, teaching and government/public service.**
- 3. Demonstrate skills in areas related to one's specialisation within the area of Sociology and emerging developments in the field.**
- 4. Demonstrate ability to use the knowledge of Sociology in formulating and tackling social issues and problems, identify and apply appropriate Sociological perspectives and methodologies to analyse a wide range of problems in Indian society.**
- 5. Recognise the importance of qualitative as well as quantitative data and approaches/methods in order to comprehend and analyse local, regional and national level social problems.**
- 6. Plan and execute field investigations, analyse and interpret data collected using appropriate methods, including the use of appropriate software such as SPSS, NVIVO and report accurately the findings of the field investigations by invoking relevant theories of Sociology.**
- 7. Demonstrate relevant skills and global competencies such as socially relevant problem-solving skills required to analyse different questions related to gender, class, caste, region involving interdisciplinary methods.**

8. Develop communication skills involving the ability to comprehend, read the texts and write research papers analytically and present complex information in a concise manner to different social groups and audiences.
9. Develop analytical skills to comprehend any social problem, investigate and construct logical arguments using sociological concepts and theories.
10. Demonstrate soft skills along with interpersonal relations, such as the ability to work both independently, and collaboratively in multi-cultural groups.
11. Demonstrate the ability to identify ethical issues related to one's work, such as misrepresentation of data, plagiarism, appreciate diverse cultural ethos and adopt objective actions in all aspects of work.

**Mapping of Program Learning Outcomes (PLOs)
With Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4	QD-5	
PLO-1	3	3	3	2	3	
PLO-2	3	3	3	2	3	
PLO-3	3	3	3	2	3	
PLO-4	3	3	3	3	3	
PLO-5	3	3	3	2	3	
PLO-6	3	3	3	3	3	
PLO-7	3	3	3	2	3	
PLO-8	3	3	3	3	3	
PLO-9	3	3	3	2	3	
PLO-10	1	2	3	3	3	
PLO-11	3	2	2	2	3	

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

UNIVERSITY OF HYDERABAD
Department of Sociology

Classical Sociological Theory
(Course No.: SL401)

M.A I Semester

Compulsory

Instructor: Prof N Purendra Prasad Email: purendra.prasad@gmail.com

This course attempts to explain how various thinkers of the discipline developed clear conceptions of what actually counted as the subject matter of sociological study. It is important to have an understanding of the conceptual and historical foundations of the discipline of sociology. In brief, the course attempts to offer an overview of different approaches to the study of society and various perspectives of the founders of sociological theory.

Course Learning Outcome: Students are encouraged to read original texts of Marx, Weber and Durkheim in groups and analyze the relevance of classical theories to current social problems and issues. After completion of this course, the students will be able to

1. Indicate the history of the emergence of the discipline of sociology.
2. Explain how to grasp the internal logic of a theory and how that theory applies to real social processes and to history.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of classical sociological theory.
4. Analyze how to synthesize, apply and critique classical sociological theory in their written assignments and tests.
5. Assess how classical sociology theory is still used by contemporary scholars.

Detailed Syllabus:

Introduction:

- a. The Socio-Historical Background of Sociology.
- b. The Organicism of Herbert Spencer
- c. The Positivism of Saint Simon and August Comte
- d. Feminist Sociology of Harriet Martineau

Required Readings:

1. Introduction from Anthony Giddens. *Capitalism and Modern Social Theory*. CUP, 1994.
2. Herbert Marcuse. *Reason and Revolution*. London: Routledge & Kegan Paul, 1967. Pp. 323-360.
3. Lewis Coser. *Masters of Sociological Thought*, HBJ: Newyork.
4. Bert N Adams and R A Sydie. *Sociological Theory*, Vistar, 2011. Pp. 46-56

Karl Marx

- a. Marx's Conception of Society: Historical and Dialectical Materialism
- b. The Method of Political Economy
- c. Capitalism: Origins, Development, Social System and Human Alienation.
- d. Abstract Labour, Theory of Surplus Value.
- e. Class Consciousness, Ideology and Class Struggle.

Required Readings

1. Marx, Karl. *Economic and Philosophical Manuscripts of 1844*. Progress Pub., 1977. Profit of Capital, pp. 36-51, Estranged Labour pp.66-87.
2. Marx, Karl. *Contribution to the Critique of Political economy*. Progress, 1970. The Method of Political Economy, pp. 221-30.
3. Raymond, Aron. *Main Currents in Sociological Thought, Vol.I*, Penguin. Chapter on Karl Marx.
4. Anthony, Giddens. *Capitalim and Modern Social Theory*. CUP, 1982. Marx.
5. Coser, Lewis. *Masters of Sociological Thought*, HBJ, Newyork, 1977. Chap. On Marx.
6. McLellan, David. *The Thought of Karl Marx*. Macmillan, 1971. Pp. 117-192.

Suggested Reading (original works):

Karl Marx. *Selected Writings in Sociology and Social Philosophy*, Penguin, 1963.

Max Weber

- a. Methodology, Science, Values, Objectivity and Ideal Types.
- b. Fundamentals Concepts of Sociology, Social Action, Social Relationships, Ideas and Interests, Legitimacy, Domination, Authority, Class, Status and Party.
- c. Weber's Conception of History: Rationalization and disenchantment.
- d. World Religions and Western Capitalism: Protestant Ethic Thesis.

Required Readings

1. Randall, Collions, *Max Weber – A Skeleton*. Key Beverly Hills, California, Sage, 1986. Chapter on Social Action and Typology.
2. H.H.Gerth and C.Wright Mills. *From Max Weber, Essays in Sociology*. OUP, 1981.
3. Giddens, Anthony. *Capitalism and Modern Social Theory*. CUP, 1994. See part 3. Protestantism and Capitalism, p. 119; Fundamental Concepts of Sociology, p.145; Rationalisation, the world religions and western capitalism, p.169.

4. Karl, Lowith, Max Weber and Karl Marx – Controversies in Sociology, Union pub, London, 1986, Chapter on Rationalization
5. Raymond, Aron. Main Currents in Sociological Thought, Vol.I, Penguin. Chapter on Max Weber.
6. Coser, Lewis. Masters of Sociological Thought, HBJ, Newyork, 1977. Chap. On Weber.

Suggested Reading (original works):

Max Weber. Essays in Sociology. OUP, 1958.

Emile Durkheim

- a. Division of Labour, Social Solidarity, Social Change.
- b. On the Sociological Method.
- c. Religion and Society
- d. Anomie an Suicide

Required Readings:

1. Raymond Aron. Main Currents of Sociological Thought. Penguin.
2. Coser, Lewis. Masters of Sociological Thought, HBJ: Newyork, 1977.
3. Giddens, Anthony. Capitalism and Modern Social Theory. CUP, 1994.
4. Durkheim, Emile. Division of Labour in Society. Free Press, Macmillan, 1977. Chap I, II & III.
5. Durkheim, Emile. The Rules of Sociological Method. Free Press, 1958. Chapter on social facts.

George Simmel

- a. Method: Forms of Interaction and Individuality; Social Types; Modern Culture.

Required Readings

1. George, Simmel. On Individuality and Social Forms : Selected Writings, Univ. of Chicago Press, 1971, Chapter II, II and V.
2. Lewis, Coser. . Masters of Sociological Thought, HBJ, New York, 1977. Chap. On Simmel.

Assessment:

Continuous internal assessment includes two written tests and one group project i.e. reading the originals (a list of books given at the end of the course). Each internal assessment is for 20% of the course. Best of two from these three constitutes 40% of evaluation protocols while end semester examination is for 60% of the course.

Second Internal Assessment : Book Project - Reading the originals

S. No.	Author	Title of the Book
1.	Karl Marx	Economic and Philosophic Manuscripts of 1844 (335.4 M 36 E)
2.	Karl Marx	German Ideology
3.	Karl Marx	Capital Volume I
4.	DD Kosambi	An Introduction to the Study of Indian History
5.	Max Weber	Sociology of Religion
6.	Max Weber	Economy and Society

7.	Max Weber	Agrarian Sociology of Ancient Civilization (301.35 W 38A)
8.	Max Weber	The Religion of India : The Sociology of Hinduism and Buddhism
9	Durkheim	Elementary Forms of the Religious Life (301.045 D 93E)
10	Durkheim	Rules of Sociological Method (301.045 D93R)
11.	Durkheim	Suicide – A Study in Sociology (364.1522 D 93 S)

University of Hyderabad
Department of Sociology
RESEARCH METHODS- I: SURVEY RESEARCH AND BASIC STATISTICS
(Course No: SL402)

M.A.-I Semester

COMPULSORY

Instructor: Prof. C. Raghava Reddy

This course examines the methodological details of scientific research in sociology and explores the specificities in quantitative social research. It introduces the core aspects of survey research employed by social scientists in deciphering social phenomena. Topics on the philosophical foundations of knowledge are dealt in the initial classes and, in the later part of the course, the methodological practices in quantitative research methods including statistical applications are discussed.

Course learning outcome: Students are encouraged to apply the knowledge gained in the course by taking up an empirical research project during the course work. After completing this course, the students will be able to

1. Explain different traditions of knowledge, scientific knowledge and the essentials of understanding social reality
2. Describe various steps in survey research and formulate a research problem
3. Differentiate between different research designs and develop the ability to choose appropriate research design
4. Prepare a survey instrument i.e. questionnaire or interview schedule and apply different reliability and validity tests
5. Explain the process of data analysis and present data in graphical manner
6. Compute different measures of descriptive and inferential statistics
7. Apply the knowledge of using computer softwares like Excel and SPSS for data analysis
8. Demonstrate the ability to write a formal report of any research project

Detailed Syllabus

- I. Introduction to social research: Epistemology, Positivism and Empiricism.
- II. History of mathematical and statistical traditions in social sciences.
- III. Survey research: Nature and Scope; Steps in survey research
- IV. Problem formulation and operationalization of concepts.
- V. Research design: Types of research design.
- VI. Sampling: Meaning and strategies of sampling.
- VII. Instruments of data collection- Questionnaire and Interview Schedule
- VIII. Measurement –Levels of measurement; Scales of measurement; Validity and Reliability in measuring social data.
- IX. Structure of survey data: Tripartite form of data; Preparing data for analysis – manual and machine mode; Graphic representation of data.
- X. Statistical analysis of survey data: Descriptive statistics - Univariate, Bivariate and Multivariate statistics.
- XI. Statistical analysis of survey data: Inferential statistics - Hypothesis testing and non-parametric statistics.
- XII. Computer aided statistical analysis of data: MS Excel and SPSS.
- XIII. Report writing.

Readings

Argyrous, George. 1997. *Statistics for Social Research*, London: Macmillan Press Ltd.

Baldus, Bernd. 1990. Positivism's Twilight? *Canadian Journal of Sociology*, Vol. 15, No. 2. (Spring) pp. 149-163.

Benton, Ted. 1977. *Philosophical Foundations of the Three Sociologies*, London: Routledge & Kegan

Benton, Ted. and Ian Craib. 2001. *Philosophy of Social Science: The Philosophical Foundations of Social Thought*, New York: Palgrave.

Bryman, Alan. 1988. *Quality and Quantity in Social Research*, London: Unwin Hyman

Corbetta, Piergiorgio. 2003. *Social Research: Theory, Methods and Techniques*, New Delhi: Sage.

Eckhardt, Kenneth W. and M. David Ergan. 1977. *Social Research Methods; Perspective, Theory and Analysis*, New York: Random House.

Elifson, Kirk W, Runyon, Richard P. and Haber, Audrey. 1990. *Fundamentals of Social Statistics*, New Delhi: McGraw-Hill.

Galtung, John. 1967. *Theories and Methods of Social Research*, London: Allen and Unwin.

Halfpenny, Peter. 1982. *Positivism and Sociology: Explaining Social Life*, London: George Allen and Unwin.

Hollis, Martin. 2000. *The Philosophy of Social Science: An Introduction*, Cambridge: Cambridge University Press.

Manheim, Henry L. and Bradley A Simon. 1977. *Sociological Research: Philosophy and Methods*, Illinois: The Dorsey Press.

Moser, Claus and Kalton, G. 1976. *Survey Methods in Social Investigation*, New Delhi: Heinmann.

Seale, Clive. 1998. *Researching Society and Culture*, New Delhi: Sage.

Williams, Malcom. 2000. *Science and Social Science: An Introduction*, London: Routledge

Young, Pauline V. 1979. *Scientific Social Surveys and Research*, New Delhi: Prentice-Hall.

Assessment

Continuous internal assessment includes a group project (an exercise in empirical data collection, analysis and report writing) and two written tests followed by the end-semester written examination.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	3	2	1	3	3	3	1	2
CLO2	3	3	3	2	2	1	2	3	3	2	2
CLO3	2	3	3	3	3	3	3	3	3	3	3
CLO4	2	3	3	3	3	3	3	3	3	3	3
CLO5	2	2	3	3	3	3	3	3	3	3	3
CLO6	2	3	3	3	3	3	3	3	3	3	3
CLO7	1	2	1	2	2	3	3	3	3	3	3
CLO8	3	3	2	2	2	3	3	3	3	3	3

**UNIVERSITY OF HYDERABAD
DEPARTMENT OF SOCIOLOGY
SOCIAL STRATIFICATION**

M.A.: Compulsory Course-2020

Course Number: SL 403

Course Instructor: Nagaraju Gundemeda

Credits: 4

ngss@uohyd.ernet.in

Course Objective:

The study of stratification of societies constitutes one of the critical and important areas within the mainstream Sociology. As a basic course in this area, the objective is to familiarize the student with the theoretical formulations on the forms and sources of inequalities across the societies in general and Indian society in particular.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss historical background for the emergence of global sociology in general and Sociology of India in particular.
2. Explain the significance of the Social Stratification course within mainstream Sociology with a special focus on Indian society.
3. Demonstrate the critical conceptual formulations and theoretical insights that enable the students to grapple with diverse sources of social stratification in the global and Indian contexts.
4. Analyze the methods of social inequality across the social groups and its implications in shaping their everyday lives.
5. Assess how classical and contemporary sociology theories on social stratification is used by scholars of global and Indian origins.

Readings

I. Social Stratification: An Introduction

Anthony Giddens (1991). Introduction to Sociology. Polity Press.

David B. Grusky (2008) *Social Stratification: Class, Race, and Gender in Sociological Perspective* 4th Edition. Routledge.

II. Inequality and Stratification: Race, Ethnicity, and Tribe

Race and Ethnicity

- Anthony Giddens (1991). Introduction to Sociology. Polity Press (Chapter 8)
- Byung-Soo Seol -2008. A Critical Review of Approaches to Ethnicity- International Area Review. Volume 11, Number 2, Fall 2008.
- Tanka B. *Subba & Wooters*.2013. The “Indian Face,” India's *Northeast*, and “The Idea of India”. Asian Anthropology. Volume 12.Issue 2.

Tribe

- Vinay Kumar Srivastava.2008. Concept of 'Tribe' in the Draft National Tribal Policy. EPW. Volume 40.
- Virginius Xaxa. 1999. Transformation of Tribes in India. EPW.Vol-34-No. 24
- Shah, Ghanshyam. (1991). 'Tribal Identity and Class Differentiation: The Chaudhri Tribe' in Dipankar Gupta. ed. Social Stratification. Delhi: Oxford University Press.

III. Religion and Social Stratification

- C. J Fuller- Kerala Christians and the Caste System- *Man-New Series*, Vol. 11, No. 1 (1976), pp. 53-70.
- Rowena Robinson- Sociology of Christianity, Conversion and Secularism in India: Some Reflections- *sociological bulletin*, 54 (3) 2005, pp. 473-495.
- Imtiaz Ahmed- Endogamy and Status Mobility among Siddique Sheikhs of Allahabad In Dipankar Gupta. Ed. Social Stratification. Delhi: Oxford University Press.Chapter-14 &15
- Saidalavi P.C. 2017. Muslim social organization and cultural Islamisation in Malabar. *South Asia Research*. Vol. 37(1): 19–36.
- Paramjit s. Judge (2002) Religion, Caste, and Communalism in Punjab- *Sociological Bulletin*, 51 (2).
- Ronki Ram. 2007. Social Exclusion, Resistance and Deras. EPW. Vol. 42, Issue No. 40, 2007.

IV. Theories of Class Stratification

- Anthony Giddens (1991). Introduction to Sociology. Polity Press (Chapter 7)
- Joan P. Mencher- The Caste System Upside Down, or The Not-So-Mysterious East- *Current Anthropology*-Vol. 15, No. 4 (1974), pp. 469-493
- Max Weber (1991). 'class, Status and Party' in Dipankar Gupta. ed. Social Stratification. Delhi: Oxford University Press. Pages-454-470
- Andre Beteille (1971). Caste, Class and Power in Dipankar Gupta. ed. Social Stratification. Delhi: Oxford University Press. Pages-339-352
- Christophe Jaffrelot -The Rise of the Other Backward Classes in the Hindi Belt-The *Journal of Asian Studies*, Vol. 59, No. 1 (2000), pp. 86-108

V. Gender and Stratification

- Sharmila Rege (ed) *Sociology of Gender*. New Delhi: Sage Publication
- Blumberg, R. L. (1984). 'A General Theory of Gender Stratification'. *Sociological Theory*. Vol. 2: (pp. 23-101).

VI-Social Mobility

- Kingsley Davis & Wilbert E Moore-Some Principles of stratification: The Functionalist Position- *American Sociological Review*, Vol. 10, No. 2, 1944 Annual Meeting Papers), pp. 242-249
- Melvin M. Tumin- Some Principles of Stratification: A Critical Analysis -*American Sociological Review*, Vol. 18, No. 4 (1953), pp. 387-394
- Srinivas, M.N. (1972). *Social change in Modern India*. Delhi. Orient Longman. (Chapter 3).

Assessment:

Continuous internal assessment includes three written tests. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while the end semester written examination is for 60% of the course.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	3	2	3	3	2

UNIVERSITY OF HYDERABAD
Department of Sociology
Society in India: Approaches
(Course No.: SL404)

M.A I Semester

Compulsory

Instructor: Dr. Asima Jena

Email: ashimajena@gmail.com

Understanding Indian society is a challenging task, given its complex institutional and social practices embodied in its structure and function across the subcontinent. The present course aims to explain the key themes and perspectives in understanding Indian society and significantly, the social context through which these perspectives were developed. The first part of the course analyses the debates on development of sociology and social anthropology in India and its diverse intellectual schools of thoughts. In the second part of the course introduces a wide range of approaches such as civilizational, indological, structuralist, functionalist, marxist, subaltern and feminist theoretical traditions from a critical perspective. The third part of the course introduces new approaches to the study of contemporary Indian studies such as dalit and dalit feminist studies, adivasi studies and minority studies. The course ends with the contemporary contemplation on the status of sociology in contemporary south Asia.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss history of the emergence of sociology and social anthropology in India as well as engage with the question of coloniality and indigeneity.
2. Explain how to grasp the internal logic of the perspectives of Ghurye, Srinivas, Desai, Dumont and Weber and contextualize it with the competing approaches of Periyar, Phule and Ambedkar in understanding Indian society.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of Indian sociological theory.
4. Analyze critically how to relate these diverse perspectives to the contemporary social issues and social movements of India.
5. Assess how classical Indian sociological approaches are understood by contemporary scholars with regard to constitutional morality and the issue/dynamics of gender, ethnicity, caste, religion, language etc.

Detailed Syllabus:

I. Trajectories in the development of Sociology and Social Anthropology in India

- a) Framing sociology in India b) Development of sociology in India

Required Readings:

- Sujata Patel (2011). *Doing Sociology in India: Genealogies, Locations, and Practices*. Delhi: OUP.
- M.N.Srinivas and M.N. Panini (1986). Development of Sociology and social anthropology in India in T.K Oommen and Partha N. Mukherji. (edited). *Indian Sociology reflections and introspections*. Bombay: Popular Prakasan.
- Patricia Oberoi, Satish Deshpande and Nandini Sundar (2008). Introduction: the Professionalisation of Indian Anthropology and Sociology: People, Places and Institutions in Patricia Oberoi, Nandini Sundar & Satish Deshpande (ed). *Anthropology in the East: founders of Indian sociology and Anthropology*. Raniket: Permanent Black
- Satish Deshpande (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin.
- T.K. Oomen (1996). Sociology in India: A Plea for Contextualization. In Narendra K.S. (ed). *Theory and Ideology in Indian Sociology*. Jaipur: Rawat.
- Veena Das (2006). Conceptual Underpinnings: Social Sciences and the Publics. In Veena Das (ed.). *Oxford Handbook of Indian Sociology*. New Delhi: OUP.

Additional Readings:

- N. Jayaram (2013). The Bombay School - So-called - and Its Legacies. *Sociological Bulletin*. Vol. 62, No. 2.
- Special Issue on The Bombay School of Sociology: The Stalwarts and Their Legacies. *Sociological Bulletin*. 2013. Vol. 62, No. 2.
- Andre Beteille (2002). Sociology as Critical Understanding: An Interview by Stephan Molund. In Andre, B. (Ed.). *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press.

II. Approaches to the Study of Indian Society

- a) Civilisational b) Indological c) Structuralist
d) Functionalist d) Marxist e) Weberian

Required Readings:

Civilization approach

- [Samuel P. Huntington](#) (2011). *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster.
- Edward Said (1977). Orientalism. *The Georgia Review*. Vol.31 (1)
- Ronald Inden (1986). Orientalist Construction of India. *Modern Asian Studies*. Vol. 20 (3)

Civilization approach

Indological approach

- G.S. Ghurye (1932). *Caste and Race in India*. London: Kegan Paul. (chapter-1-4)
- Carol Upadhyaya.(2007). The idea of Indian Sociology: G.S. Ghurye and the Making of Indian Sociology. In Patricia Oberoi, NandiniSundar& Satish Deshpande (ed). *Anthropology in the East: founders of Indian sociology and Anthropology*.Raniket: Permanent Black

Functional approach

- M N Srinivas (1995). *Social Change in Modern India*. Hyderabad: Orient Longman. Chapter 1-4.
- S C Dube. (1990). *Indian Society*. New Delhi: National Book Trust. (Introduction and chapter 1)

Structuralist approach

- Veena Das (2012). *Structure and Cognition aspects of Hindu caste and ritual*. Delhi: OUP.
- Dumont Louis (1970). *Homo Hierachicus: The Caste System and its Implications*. Delhi: OUP.
- Declan Quigley (1993). *Interpretations of castes*. Delhi: OUP.

Weberian Approach

- **Max Weber (1958). *Religion of India: Sociology of Hinduism and Buddhism*. USA: The Free Press.**

Additional Readings:

- Surendra Munshi (1988). Max Weber on India: An Introductory Critique. *Contributions to Indian Sociology*, vol. 22, 1: pp. 1-34
- Vinay Kumar Srivastava (2016). Religion and Development: Understanding their Relationship with Reference to Hinduism: A Study Marking the Centenary of Weber's *Religions of India*. *Social Change*. 46(3) 337–354

Marxist Approach

- A R Desai (1981). Relevance of Marxist Approach for India. *Sociological Bulletin*.
- Joan P. Mencher (1974). The Caste System Upside Down, or The Not-So-Mysterious- *Current Anthropology*, Vol. 15, No. 4, pp. 469-493.
- Kathleen Gough (1981). *Rural society in southeast India*. London: Cambridge University Press.
- **Gail Omvedt (1994). *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*. Delhi: Sage Publications.**
- Sasheej Hegde (2014). Invoking sociology at University of Lucknow (1921–75) Framing considerations: *Contributions to Indian Sociology*. October 2014 vol. 48 no. 3 409-417.

III. Contemporary debates

- a) Subaltern studies
- b) Feminist studies
- c) Dalit and Dalit feminist studies
- d) Adivasi/ Tribal studies
- e) Minority studies
- f) Indigeneity vs endogeneity

Required Readings:

3.1. Subaltern Approach

- Ranajit Guha (1998). *Selected Subaltern Studies*. Delhi: OUP.
- Gayatri C. Spivak, "Can the Subaltern Speak?" in Cary Nelson and Lawrence Grossberg, eds., *Marxism and the Interpretation of Culture* (Urbana & Chicago: Univ. of Illinois Press, 1988), pp. 271-313.
- Aloysius, G. (1997). *Nationalism without Nation in India*. New Delhi: OUP.

Additional Reading:

- Kancha Ilaiah (1996). *Why I am not a Hindu*. Samya Publications. Kolkata.

3.2. Feminist Approach

- Bina Agarwal and Leela Dube (1988). *Structures of patriarchy: state, community and house hold in modernizing Asia*. London: Zed Books.
- Sharmila Rege (2003). *Sociology of Gender: The Challenge of Feminist Sociological Thought*. Delhi: Sage.

3.3. Dalit & Dalit Feminist studies

- **B.R. Ambedkar (1916). Castes in India: Their Mechanism, Genesis and Development. Anthropology Seminar of Dr. A. A. Goldenweiser at Columbia University. USA.**
- **Paramjit S. Judge (2014) .Readings in Indian Sociology Volume I: *Towards Sociology of Dalits*. Delhi: Sage.**
- **Shail Mayaram (2005). *Subaltern studies XII: Muslims, Dalits and the fabrications of history*. New Delhi: OUP.**
- **Sharmila Rege (2013). *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Delhi: Zubaan**
- **Uma Chakraborty (2003). *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree.**

3.4. Adivasi/ Tribal studies

- Abhijit Dasgupta (2014). [*Studies in Indian Sociology: On the Margins: Tribes, Castes, and Other Social Categories*](#). New Delhi. Sage.
- [Virginus Xaxa \(2008\). *State, Society and Tribes: Issues in Post-Colonial India*. Delhi: Pearson.](#)

- **Meena Radhakrishna (2016).***Citizens First: Studies on Adivasis, Tribals, and Indigenous Peoples in India.* Delhi: OUP.
- Sunder, N. (ed.). (2016). *The Scheduled Tribes and Their India: Politics, Identities, Policies and Work.* New Delhi: Oxford University Press.

3.5 Minority studies

- Rowena Robinson (ed.) (2012). *Minority Studies. Vol. 1 of Oxford India Studies in Contemporary Society.* New Delhi: OUP.
- [AzraKhanam \(2013\)](#). *Muslim Backward Classes: A Sociological Perspective.* Delhi: Sage.
- Imtiaz Ahmad (1978). *Caste and Social Stratification Among Muslims in India.* New Delhi: Manohar Publication.

IV. Sociology in South Asia

Required Reading:

- Malathi de Alwis (2009).The post national condition as political practice. *EPW.* Vol.44.No10.
- **Assessment:**
- Continuous internal assessment includes two written tests and one group project i.e. reading the critical/contemporary approaches to the study of Indian Society (a list of books given at the end of the course) or interpretation of movie (regional and Hindi) by linking with the approaches. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.
- **Second Internal Assessment : Book Project - Reading of Books**

S. No.	Author	Title of the Book
1.	A R Desai	Social Background of Indian Nationalism
2.	B R Ambedkar	Anhiliation of Caste

3.	Jyotirao Phule	Gulamgiri
4.	DD Kosambi	An Introduction to the Study of Indian History
5.	Gopal Guru and Sundar Sarukkai	Cracked Mirror: An Indian Debate on Experience and Theory
6.	Sharmila Rege	Against the Madness of Manu: Dr. B R Ambedkar's writing on Brahminical Patriarchy
7.	Gail Omvedt	Buddhism in India: Challenging Brahminism and Caste
8	Kancha Ilaiah (1996)	<i>Why I am not a Hindu.</i>

Or Second Internal Assessment: Movie Discussion - Interpretation

S. No.	Name of the Movie
1.	Article 15
2.	Newton
3.	Mulk
4.	Pinzar
5.	Masaan
6.	Union Leader
7.	Rockford
8.	Margarita With a Straw
9.	Parched
10.	Bawander

11. C	C/O Kancherlapalem
12.	Sairat
13.	Pariyerum Perumal

- Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	3	2
CLO2	3	3	3	3	2	1	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	2	2	3	3	2	2

University of Hyderabad
Department of Sociology
Syllabus for Course on: **Sociology of Gender**

M.A.: Elective Course

Course Number: SL 405/534

Credits: 4

Open to: All MA Students

Course Design and Instruction: Aparna Rayaprol / Anurekha Chari Wagh

Course Objective:

This course attempts to introduce students to gender theories and feminist research methodology, within the larger context of sociology. By engaging with the institutionalization of women's studies in India and various dimensions of feminist pedagogy, the course makes an attempt to sensitize students to the processes of disciplinary growth and teaching and learning practices. The students develop an understanding of the contemporary debates on issues such as caste, labour, violence, masculinity, sexuality, religion, women's movement, family, marriage and body politics from a gendered perspective.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss history of the emergence of the discipline of women's studies within India and engage with idea of diverse feminisms.
2. Explain the practices of feminist methodology and engage with the politics of knowledge constructions and dissemination through an understanding of feminist pedagogy.
3. Demonstrate the ability to discuss and engage in gendered understandings of contemporary debates on issues such as caste, labour, violence, masculinity, sexuality, religion, women's movement, family, marriage and body politics
4. Analyze critically the discipline of sociology from a gendered perspective.
5. Assess how feminist engagements on issues structure around the frameworks of self - reflexivity and critical thinking.

1. Gender and Feminist Theory

- a. Dorothy E. Smith (1987): ‘Women’s Perspective as a Radical Critique of Sociology’ from Sandra Harding (ed) *Feminism and Methodology*. Indiana University Press
- b. Dorothy E Smith (1987): *The Everyday World as Problematic*, Northwestern University Press: Boston.
- c. Chandra Talpade Mohanty (2003): ‘Cartographies of Struggle: Third World Women and the Politics of Feminism in Chandra Talpade Mohanty, ‘Feminism Without Borders’. Zubaan: New Delhi.
- d. Saskia Sassen(2002) : ‘Global Cities and Survival Circuits’ in Barbara Ehrenreich and Arlie Hochschild (eds) ‘GlobaL Woman: Nannies, maids and sex Workers in the New Economy. Metropolitan Books: New York.
- e. Patriacia Hill Collins (2012): ‘The Politics of Black Feminist Thought’ in Patriacia Hill Collins *Black Feminist Thought*. Routledge: New York and London.

2. Feminist Research Methodology

- a. Sandra Harding (1987): ‘ Is there a Feminist Method?’ in Sandra Harding (ed) *Feminism and Methodology*. Indiana University Press
- b. Kalpana Kannbiran and Padmini Swaminathan (2017): ‘Introduction: Representing Feminist Methodologies in Kalpana Kannbiran and Padmini Swaminathan (eds): *Representing Feminist Methodologies*. Routledge: London and New York.
- c. Romit Choudhury (2017): ‘Masculinities in Field Work: Notes on Feminist Methodology in Kalpana Kannbiran and Padmini Swaminathan (eds): *Representing Feminist Methodologies*. Routledge: London and New York.
- d. Usha Raman and S A Komarraju (2017): *Researching Online Worlds Through Feminist lens: Text, Context and Assemblages in Kalpana Kannbiran and Padmini Swaminathan (eds): Representing Feminist Methodologies*. Routledge: London and New York.

3. Women’s Studies in India and Feminist Pedagogy

- a. Neera Desai, Vina Mazumdar and K Bhansali (2003):‘From Women’s Education to Women’s Studies: The Long Struggle for Legitimacy’ in Devaki Jain and Pam Rajput (eds) *Narratives from Women’s Studies Family*. Sage Publications: New Delhi.
- b. Sharmila Rege (2010): ‘Education and Trutiya Ratna Towards Phule- Ambedkerite Feminist Pedagogical Practice’. *Economic and Political Weekly*. XLV (44), pp 80-98.
- c. Aparna Rayaprol (2011): ‘Teaching Gender in Indian Universities: Reflections on Feminist Pedadogy’. *Sociological Bulletin*. Vol 60, No 1 (January-April), pp 65-78.

4. Women's Movement in India

- a. Gail Omvedt (1993): 'The Women's Movement' in Gail Omvedt 'Reinventing Revolution' M.E Sharpe Inc, New York.
- b. Anita Ghai (2012): 'An Excluded Agenda of Indian Feminism' in Kavita Panjabi and P. Chakravarthi (eds) 'Women Contesting Culture: Changing Frames of Gender Politics in India. Stree: Kolkata.
- c. Urmila Pawar and Meenakshi Moon (2008): We Also Made History: Women in the Ambedkerite Movement (Translated by Wandana Sonalkar) Zubaan: New Delhi

5. Family, Marriage and Kinship

- a. Kalpana Kannabiran (2006): 'Three-Dimensional Family: Remapping a Multidisciplinary Approach to Family Studies'. Economic and Political Weekly. Vol 41 (42). Pp 4427-4433.
- b. Prem Chowdhury (2011): 'Men, Marriage and Sexuality in Northern India' in Samita Sen, Ranjita Biswas and Nandita Dhawan (eds): Intimate Others: Marriage and Sexualities in India. Stree: Kolkata.
- c. Ranjita Biswas (2011): 'Of Love, Marriage and Kinship: Queering the Family' in Samita Sen, Ranjita Biswas and Nandita Dhawan (eds): Intimate Others: Marriage and Sexualities in India. Stree: Kolkata.

6. Gender, Caste and Labour

- a. Meena Gopal (2013): 'Ruptures and Reproduction in Caste/Gender/Labour'. Economic and Political Weekly. Vol 48 (18). Pp 41-47.
- b. Sharmila Rege (1998): 'Dalit Women Talk Differently' A Critique of Difference towards a Dalit Feminist Standpoint . Economic and Political Weekly
- c. Bama (2019): Uphill flows the river in Kalpana Sharma (ed) Single by Choice: happy unmarried women! Women Unlimited (an associate of Kali for Women): New Delhi

7. Gender and Violence

- a. Nivedita Menon (2000): 'Embodying the Self : Feminism, Sexual Violence and the law in Partha Chatterjee and Pradeep Jeganathan (eds), 'Subaltern Studies XI- Community, Gender and Violence. Permanent Black and Ravi Dayal.
- b. Jean Chapman (2014): Violence Against Women in Democratic India: Lets talk Misogyny. Social Scientist. Vol 42, No 9/10. Pp 49-61.

8. Gender and Development

- a. Naila Kabeer (1995): 'The Emergence of Women as a Constituency in Development' in Naila Kabeer 'Reversed Realities- Gender Hierarchies in Development Thought'. Kali for Women: New Delhi.
- b. Ruth Pearson (2005): 'The rise and rise of gender and development' in Uma Kothari (ed) 'A radical history of development studies-ndividuals, institutions and ideologies. David Philip, Cape town and Zed Books London and New York.
- c. Padmini Swaminathan (2017): Planning for Modernization? Feminist Readings of Planned Development in India in Kalpana Kannbiran and Padmini Swaminathan (eds): Representing Feminist Methodologies. Routledge: London and New York.

9. Masculinity, Sexuality and Body

- a. Shohini Ghosh (2012): 'Forbidden Love and Passionate Denials: A Dialogue on Domesticity and Queer Intimacy in Raka Ray (ed), 'Handbook of Gender'. Oxford University Press: New Delhi.
- b. Radhika Chopra (2006): Introduction: Reframing Masculinities in Radhika Chopra 'Reframing Masculinities. Orient Longman: New Delhi
- c. Bishakha Datta (2005): 'Not a Sob Story: Representing the Realities of Sex Work in India' in Geetanjali Misra and Radhika Chandiramani (eds) Sexuality, Gender and Rights'. Sage Publications: New Delhi.

10. Gender, Religion and Politics

- a. Kumkum Sangari (1995): 'Politics of Diversity: Religious Communities and Multiple Patriarchies', Economic and Political Weekly, Vol 30 (51) pp 3287-3310.
- b. Zoya Hassan and Ritu Menon (2004): Unequal Citizens: A Study of Muslim Women in India. Oxford University Press: New Delhi

Assessment:

Continuous internal assessment includes one written test, one continuous assessment of a Reflexive journal and one book review. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)
and Program Specific Outcomes (PSOs)**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	3	3	1	3	3	3	2	2
CLO2	3	3	3	3	3	2	3	3	3	2	3
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	3	3	3	2	3
CLO5	3	2	3	3	3	2	3	3	3	2	3

University of Hyderabad
Department of Sociology
SL451 – Modern Sociological Theory

Prof. Aparna Rayaprol
arayaprol@uohyd.ac.in
Phone Extn: 3260

This course traces development of modern sociological theory from Parsons to Bourdieu. The historical conjuncture marking the course is 1945, and essentially reviews the development of sociological theories in that context and thereafter. The emphasis is on coming to terms with the major theorists in various schools. The importance of the classics will be discussed before the move to sociological thought in the second half of the twentieth century.

Course Learning Outcomes:

After the completion of the course, the students will be able to:

1. Understand the importance of classical sociologists theorists such as Marx, Weber and Durkheim in framing sociological thought in the 20th century.
2. Explain the theoretical contributions of the schools of thought such as functionalism, conflict, interactionism, neo-marxist and contemporary perspectives such as feminism, and post structuralism.
3. Demonstrate an ability to frame sociological problems using a particular school of thought from modern sociology.
4. Analyze a particular problem using sociological theory
5. Assess the relevance of a particular theoretical framework in the contemporary context.

Course Requirements:

Attendance is compulsory as theory cannot be understood without continuity.

There will be three internals for 20 marks each, The first will be a test in the month of February.

The second will be class presentations from the readings starting in January until early April.

The third will be a test or a review essay on a theorist of the student's choice in consultation with the professor.

SECTION – I: FUNCTIONALISM AND NEO-FUNCTIONALISM

The rise, dominance, decline and revival of functionalism:

- (a) Parsonian structural – functionalism : ‘Grand Theory’;
- (b) Merton and Middle-range functionalism;
- (c) Alexander and Contemporary Neo-functionalism.

Required Readings:

1. *The Evolution of Societies*, Talcott Parsons edited and an introduction by Jackson toby, Prentice Hall, Eaglewood Cliffs, New Jersey.
2. Parsons, Talcott, *On Institutions and Social Evolution, Selected writings edited by Leon H. Mayhew*, pp. 106-114 and 296-326. (Short extracts from Parsons' books and articles).
3. Dutta, Ratna ‘Two Models of the Pattern Variables Paradigm’, in *Social Research : The International Quarterly* Autumn, 1969.

4. Merton, Robert K., 'On Sociological theories of the Middle Range' and 'Manifest and Latent Functions', both essays found in both *On Theoretical Sociology* (pp. 39-138) and *Anomie and Social Structure*.
5. Alexander, Jeffrey C, (Ed) *Neofunctionalism*. London: Sage. Introduction, pp. 7-18.

Recommended Readings:

1. Radcliffe-Brown, A., 'On the Concept of function in Social Science' and 'on Social Structure', both essays in *Structure and Function in Primitive Society*, Chs. IX and X. pp. 178-204.
2. Parsons, Talcott, 'Age and Sex in the Social Structure of the United States', in *Essay in Sociological Theory*, Ch.V. pp 89-103.
3. Parsons, Talcott, 'The Superego and the Theory of Social Systems', in *On Institutions and Social Evolution*, Ch.8, pp. 129-144.

SECTION 2 : REACTIONS TO FUNCTIONALISM

'Radical', Conflict & Exchange Theory contra functionalism;

- (a) Wright Mills, Gouldner & the critique of functionalism;
- (b) Dahrendorf, Coser and the theory of social conflict;
- (c) Homans, Blau and Exchange Theory.

Required Readings:

1. Wright Mills, C., *The Sociological Imagination*, Ch. 2, 'Grand Theory', pp. 25-49.
2. Gouldner, Alvin, *The coming crisis of Western Sociology*, Ch.4, Part IV, 'Parsonian Structural Functionalism', pp. 138-163.
3. Dahrendorf, Ralf, *Class and Class Conflict in Industrial societies*, Ch.V. Social Structure, Group Interests, and Conflict Groups', pp. 157 – 205.

Recommended Readings

1. Gouldner, Alvin, 1971 *The coming crisis of Western Sociology*, London, Heineman Part II, 'The World of Talcott Parsons'.
2. Coser, Lewis, 'The Functions of Conflict'.
3. Collins, Randall, *Conflict Sociology : towards an explanatory Science* Ch.2, 'A Theory of Stratification', pp. 49-89.

SECTION 3 : INTERPRETIVE SOCIOLOGY

European and American Phenomenological theory in Sociology;

- (a) The Chicago School – Mead and Symbolic Interactionism;
- (b) Garfinkel's Ethnomethodology;
- (c) Goffman's dramaturgical theory.
- (d) Schulz Phenomenology and Social Constructionism.

Required Readings:

1. Blumer, Herbert, 'Sociology as symbolic Interaction', In *Symbolic Interactionism*, pp. 78-89.
2. Garfinkel, Harold, 'What is Ethnomethodology?', In *Studies in Ethnomethodology*, Ch.1, pp. 1-34.
3. Goffman, Erving, Introduction and Ch.1: 'Performance' In. *The Presentation of Self in Everyday Life*, pp. 1-76.
4. Goffman, Erving, 'The Moral Career of the Mental Patient', In. *Asylums : Essays on the Social Situation of Mental Patients and other Inmates*, pp. 125-169.
5. Goffman, Erving, 'Role Distance', In. *Encounters : Two Studies in the Sociology of Interaction*. Pp. 85-115.
6. Berger, Peter and Thomas Luckmann, *The Social Construction of Reality*.

Recommended Readings:

1. Blumer, Herbert, 'The Methodological Position of Symbolic Interactionism', In. *Symbolic Interactionism*.
2. Garfinkel, Harold, 'Studies of the Routine Grounds of Everyday Activities', In *Studies in Ethnomethodology*, Ch.2, pp. 35-75.
3. Goffman, Erving, 'On the Characteristics of Total Social Institutions', In. *Asylums : Essays on the Social Situation of Mental Patients and other Inmates*, pp. 1-124, but especially pp. 1-12.

SECTION 4 : NEO MARXIST THEORY

Continuing attempts to revise and / or rewrite Marx :

- (a) Antonio Gramsci – hegemony and mature Capitalism;
- (b) Louis Althusser – overdetermination and ideology;
- (c) The Frankfurt School – late capitalist culture.

Required Readings:

1. Simon, Roger, Extracts from *Gramsci's Political Thought : An Introduction*, Parts of Chs. 1 & 2 (pp. 11 – 28); Chs. 8 & 9 (pp. 58-79); Ch. 12 (pp. 93 – 101).
2. Althusser, Louis, 'Ideology and Ideological State Apparatuses' In *Lenin and Philosophy and other Essays*.
3. The Frankfurt School of Social Research, 'The Family', Ch.9 (pp. 129 – 147). In. *Aspects of Sociology*.
4. Marcuse, Herbert, Extracts from *One Dimensional Man*, Parts of Ch.1 (pp. 1-18) and Ch.3 pp. 71-83).
5. P. Connerton, *Critical Sociology*, the introductory chapter.

Recommended Readings:

1. Mouffe, Chantal, 'Hegemony and Ideology in Gramsci', In. Mouffe (ed.) *Gramsci and Marxist Theory*.

2. James Susan, Althusser in Quentin Skinner (Ed.), *The Return of Grand Theory in Human Sciences*.
3. Horkheimer, Max and Theodor Adorno, 'The Culture Industry : Enlightenment as Mass Deception' In. *The Dialectic of Enlightenment*.
4. Benjamin, Walter, 'The work of Art in the age of Mechanical Reproduction' In. *Illuminations*.

SECTION 5 : CONTEMPORARY TRENDS

1. Bourdieu, Pierre : *The logic of Practice*, Book I Ch. 3.: 'Structures, habitus, practices', pp. 52-65.
2. 1990. *In Other Words: Essays Towards a Reflexive Sociology*. Oxford: Polity Press.
3. Foucault, Michel: *The Foucault Reader*, Paul Rabinow (Ed.), Harmondsworth: Penguin 1986, (a) 'Docile Bodies', pp. 179-187, 'Panopticism', pp. 206-213; and 'Illegalities and Delinquency', pp. 226 – 233. (b) Interview : 'Truth and Power', pp. 51-75.

Feminist Perspectives:

4. from *Feminism and Methodology*, Sandra Harding (Ed.)
 - (a) Introduction : Is there a feminist methodology (S. Harding), pp. 1-14.
 - (b) Introduction to Another Voice (M. Millman & R. Moss Kanter), pp. 29-36.
 - (c) "Women's perspectives as a radical critique of sociology" (Dorothy E. Smith), pp. 84-96. *Reading the Social: Critique, Theory and Investigations*, 1999 Toronto: University of Toronto Press.

5. Southern Theory

'Using southern theory: Decolonizing social thought in theory, research and application'

Raewyn Connell, *Planning Theory* Vol. 13, No. 2 (May 2014), pp. 210-223

Background Readings:

Alexander, Jeffrey C. Ed. 1985. *Neofunctionalism*. London: Sage.

Althusser, L. 1971. *Lenin and Philosophy and Other Essays*. New York: Monthly Review Press.

Appelrouth, Scott and Edles, D. 2008. *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press.

Bourdieu, Pierre. 1990. *In Other Words: Essays Towards a Reflexive Sociology*. Oxford: Polity Press.

Connerton, Paul. Ed. 1976. *Critical Sociology*. Harmondsworth: Penguin.

Dahrendorf, Ralf. 1979. *Class and Class Conflict in Industrial Society*. London: Routledge and Kegan Paul.

Giddens, Anthony. 2004. *In Defence of Sociology*. Cambridge: Polity Press.

Giddens, Anthony and Turner, J. H. Ed. 1987. *Social Theory Today*. Cambridge: Polity Press.

Gouldner, Alvin. 1971. *The Coming Crisis of Western Sociology*. London: Heinemann.

Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. London: Lawrence and Wishart.

Luckmann, Thomas. Ed. 1978. *Phenomenology and Sociology: Selected Readings*. New York: Penguin Books.

- Mennell, Stephen. 1980. *Sociological Theory: Uses and Unities*. Surrey: Thomas Nelson and Sons, 2nd Edition.
- Merton, Robert K. 1968. *Social Theory and Social Structure*. New York: Free Press.
- Parsons, Talcott et al. 1965. *Theories of Society: Foundations of Modern Sociological Theory*. New York: Free Press.
- Rabinow, Paul. Ed. 1986. *The Foucault Reader*. Harmondsworth: Penguin.
- Ritzer, George. Ed. 2007. *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

University of Hyderabad
Department of Sociology
Syllabus for Course on: Research Methods II

M.A.: Compulsory Course

Course Number: SL 452

Credits: 4

Open to: All MA Students

Course Design and Instruction: AparnaRayaprol / Anurekha Chari Wagh

Course Objective: To introduce students to the philosophical foundations and epistemological issues social research. Further to engage the students with qualitative research methods of research, principles of ethics and challenges of doing fieldwork.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss history of the debate of Quantitative and Qualitative research methodology.
2. Analyze critically the importance and challenges of engaging with sociological research with sound methodological base.
3. Explain the various methods used in Qualitative methodology and engage with processes involved in each of the method used.
4. Demonstrate the ability to use one of the methods and develop a review of literature of a chosen area by working together in a group within a group project and develop skills of academic writing
5. Assess how research methods should be organized based on principles of ethics.

I. Quantitative Research: A Critique:

Positivism vs Phenomenology, History of Qualitative Methods: The Chicago Tradition; The Dramaturgical Approach;

Contemporary Qualitative Sociology : Feminist Critiques: Feminist empiricism, and Feminist Standpoint Epistemology

Impact of post-modernism, Post-structuralism

Readings:

Chapters 1 &2 in Howard Schwartz and Jerry Jacobs eds. *Qualitative Sociology: A method to the Madness*, New York, The Free Press 1979.

Chapter I in Taylor, Steven J and Robert Bogdan, *Introduction to Qualitative Research methods: the Search for Meanings*, New York Wiley, 1984.

Clifford Geertz, *The Interpretation of Cultures*, New York, The Free Press, 1973.

Denzin Norman, Lincoln Yvonna (ed) (2000), *Handbook of Qualitative Research*, Vol. I, Sage, New Delhi, Thousand Oaks.

Silverman David (1985), *Qualitative Methodology and Sociology*, Gower, Vermont

II. Qualitative Techniques

- Ethnography : Principles of Ethnographic Field Research; Participant Observer Continuum; Strategies for entering, watching, Listening and recording; exiting the Field; maintaining a journal.
- Qualitative Interview
- Focused Group Discussions
- Case Study Method
- Oral Histories, Life Histories
- Ethnographic Content Analysis
- Visual Analysis

Readings:

Chapter 2, 3 and 4 from Taylor and Bogdan

Shulamit Reinharz and Lynn Davidman eds. *Feminist Research Methods*, New York, OUP, 1991.

Kalpana Kannabiran and Padmini Swaminathan edited *Re-Presenting Feminist Methodologies: Interdisciplinary Explorations* New Delhi Routledge 2017

Anandhi, S. and Meera Velayudhan 2010 “Rethinking Feminist Methodologies” in *Economic and Political Weekly* Vol 44-45. Oct 30, 2010.<http://www.epw.in/specials/rethinking-feminist-methodologies.html>

Rege, Sharmila, 2013 [*Writing Caste, Writing Gender: Reading Dalit Women's Testimonies*](#), New Delhi, Zubaan

Denzin, Norman K. 1997. *Interpretive Ethnography: Ethnographic Practices for the 21st Century*, Thousand Oaks: Sage Publications.

III. Doing Field Research

Readings

M.N. Srinivas A.M Shah and Ramaswami, E.A, eds. (2002): Fieldworker and the Field, Delhi, OUP.

Thapan, Meenakshi ed. *Anthropological Journeys: Reflections on Fieldwork, New Delhi, Orient Blackswan 1998*

Karlekar, M (1995): Search for Women’s Voices- Reflections on Fieldwork- 1968-93. Economic and Political Weekly. Vol 30 (17), 29 Apr.

IV. Recent Debates: Mixed Methodology

Reading

Bryman, Alan (2012): Social Research Methods. Oxford University Press

V. Writing a Research Report

- Format and Content; Bibliography/references;
- Erasing and Inserting the Researcher
- Reflexivity
- Plagiarism

Reading

Becker, Howard (1984): Writing for Social Scientists, Chicago, University of Chicago Press.

Sundar, Sarukai (2007): The Writing of the Social Sciences. Working Papers id: 810, eSocialSciences.

Note: Any other text/Article suggested by the subject teacher.

Assessment:

Continuous internal assessment includes one written test, one Review of Literature to be developed – specific project and one group project, where the students focus on use of a particular qualitative method. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
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CLO1	3	3	3	3	3	3	3	3	3	2	2
CLO2	3	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	3	3	3	3	3	3	3
CLO4	3	3	3	3	3	2	3	3	3	3	3
CLO5	3	3	3	3	3	3	2	3	3	2	3

**UNIVERSITY OF HYDERABAD
DEPARTMENT OF SOCIOLOGY**

**SOCIOLOGY OF DEVELOPMENT
(Course No.: SL 454)**

Semester: II (Jan – May)

Instructor: Dr Satyapriya Rout

Compulsory Course

Email: routspr@gmail.com

Course Context and Introduction:

The geo-political scenario prevailing during post World War II period, combined with cold war and decolonization paved the way for structuring the social and economic transformation of the non-western, non-industrial, developing societies in a specific way. Different sociological perspectives offer distinct ways to comprehend the historical trajectories and contemporary efforts of the newly decolonized, developing societies of Asia, Africa and Latin America to transform themselves from traditional, agrarian, rural social structure to that of a modern, industrial and urban society. This course attempts to gain a sociological understanding of the complexities of the process of development as it unfolded in these societies. The course offers a broad overview of the way development is conceptualized and contested in social sciences literature. It explores specific issues of development such as poverty, inequality, hunger, capability; as well contemporary concerns such as decentralization, displacement, gender, participation and sustainable development. The course reviews the major debates on development from three important theoretical perspectives, i.e. modernization, dependency and world system; besides introducing to the students the major arguments of the post-development perspective, which allows for a better understanding of contemporary issues in the field.

Course Learning Outcomes

After completion of the course, the students will be able to:

1. Explain the historical trajectories and contemporary concerns of development as well as its implications for individuals and societies.
2. Differentiate between different approaches of poverty and illustrate the linkages between poverty, inequality and development
3. Describe the major theoretical perspectives and conceptual categories in sociology of development
4. Assess the contemporary development paradigm and identify its major concerns
5. Demonstrate in-depth knowledge on recent debates on development focusing on human development and sustainability

Detailed Syllabus

Module 1: An intellectual history of sociology of development

- a) Locating the idea of development
- b) Making and unmaking of the Third World
- c) Conceptualising Development

Module 2: Poverty, Inequality and Development

- a) Conceptualizing poverty and inequality in the context of development
- b) Approaches to poverty (biological, inequality, relative deprivation approach)
- c) Absolute and Relative Poverty (Amartya Sen and Peter Townsend debate)
- d) Capability approach and poverty analysis

Module 3: Theoretical Perspectives in Sociology of Development

- a) Evolutionary and Neo-evolutionary
- b) Modernisation
- c) Dependency
- d) World System
- e) Post Development perspective

Module 4: Development, Globalization and Neo-liberalism

- a) Globalization and development
- b) Neoliberalism and development

Module 5: Contemporary Critical Issues in Development

- a) Sustainable Development
- b) Participation in Development
- c) Gender and Development
- d) Human Development
- e) Development, Displacement and Resettlement

Readings

Module 1: An intellectual history of sociology of development

- Alavi, H. and T. Shanin (1982). *Introduction to the Sociology of Developing Societies*, London: Macmillan (Chapter 1: pg 1-29)
- Escobar, Arturo (1995) *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press (Preface, Chapter 1 & 2)
- Crush, Jonathan (1995) [Ed.]. *Power of Development*. London & New York, Routledge (introduction, Chapter 1 & 2)

- Esteva, Gustavo (1997) “Development” (pp.8-34), in Sachs, Wolfgang (ed.) *The Development Dictionary*, Hyderabad: Orient Longman (Chapter 1).
- Sumner, A. & Tribe, M. (2008). *International Development Studies* (Ch. 1 – What is ‘Development’?)
- Pieterse, Jan Nederveen (2001). *Development^[P]_[SEP]Theory*. New Delhi: Sage. (Chapter 1 – Trends in Development Theory - Pg. 1-18).
- Seers, Dudley (1969). *The Meaning of Development*. IDS communication 44.
- Rout, Satyapriya (2016). “Ideas and Ideologies of Development”. *UGC-EPathshala* (Paper: Development, Globalisation & Society)

Module 2: Poverty, Inequality and Development

- Alvin Y. So. (1990). *Social Change and Development*. Beverly Hills: Sage
- Grusky, David & Ravi Kanbur (2006). *Poverty & Inequality*. Stanford: Stanford University Press (Chapter 1 & 2).
- Beteille, Andre (2003). ‘Poverty and Inequality’. *EPW*, October 18, 2003.
- Haughton, Jonathan & Shahidur Khandker (2009). *Handbook on poverty and Inequality*. Washington D.C.: The World Bank.
- Sen, A. K. (1981). *Poverty and Famine: An Essay on Entitlement and Deprivation*. Oxford: OUP (Chapter 2)
- Andrew Webster (1984). *Introduction to the Sociology of Development*. Houndsmil, London: MacMillan Press Ltd (Chapter 2).
- Townsend, Peter (1962). ‘The Meaning of Poverty’. *BJS*, 13 (3): 210 – 227.
- S P Gupta (1984). ‘Conceptualising Poverty’. *Sociological Bulletin*, Vol. 33, No. 1/2 (March, September 1984), pp. 63-74.
- 6. A. H. Halsey (1971). ‘The Sociology of Poverty’. *Sociology*, Vol. 5, No. 3 (September 1971), pp. 401-406
- Sen, A. K. (1983). ‘Poor: Relatively Speaking’. *Oxford Eco. Papers*, 35.
- Townsend, P. (1985). "A Sociological Approach to the Measurement of Poverty: A Rejoinder to Professor Amartya Sen", *Oxford Eco. Papers*, 37 (4)
- Sen, A. K. (1985). ‘A Sociological Approach to the Measurement of Poverty: A Reply to Professor Peter Townsend’. *Oxford Eco. Papers*, 37 (4): 669 – 76
- Robeyns, Ingrid. 2005. ‘The Capability Approach: a theoretical survey’. *Journal of Human Development*, Vol. 6 (1): 93 – 114.
- Clark, David A. 2005. ‘Capability Approach: Its development, Critiques and Recent Advances’. Global Poverty Research Group, WP-32
- Hich, Rod. 2012. ‘Capability Approach: Insights for a new poverty focus’, *Journal of Social Policy*, Vol. 41 (2): 291 – 308.

Module 3: Theoretical Perspectives in Sociology of Development

- Harrison, David. 1988. *The Sociology of Modernisation and Development*, London: Macmillan
- Preston, P. W. 1982. *Theories of Development*. London: Routledge
- Huntington, S. (1971). The Change to Change: Modernisation, Development and Politics. *Comparative Politics*, 3 (3): 283 – 322
- James O’Connell. ‘The Concept of Modernisation’ in C. E. Black *Comparative Modernisation – A Reader*.
- Lauer, R. H.1973. *Perspectives on Social Change*, Boston: Allyn and Bacon.
- Inkeles, Alex. 1976. ‘A Model of the Modern Man: Theoretical and Methodological Issues’ in C.E Black *Comparative Modernisation – A Reader*, New York: The Free Press.
- Inkeles, Alex. 1969. ‘Making men Modern’. *American Journal of Sociology*, 75 (2): 208 – 225
- Inkeles, Alex. 1975. ‘Becoming Modern: Individual Change in Six Developing Countries’. *Ethos*, 3 (2): 323 – 342
- McClelland, D. C. 1961. *The achieving society*. New York: The Free Press
- Tipps, D C. 1973. ‘Modernisation Theory and the Comparative Study of Societies: A Critical Perspective’. *Comparative Studies in Society and History*. Vol. 15 (2): 199 – 226.
- Gusfield, J. R. 1967. ‘Tradition and Modernity: Misplaced Priorities in the Study of Social Change’. *AJS*. Vol. 72 (4): 351 – 62
- Banuri, Tariq. 1987. ‘Modernisation Theory and its Discontent’. WIDER Working Papers 33. World Institute of Development Economics Research, Helsinki
- Sklair L (ed). (1994). *Capitalism and Development*. Routledge
- Frank, A G. 1969. *Latin America: Development of Revolution*. New York: Monthly Review Press.
- Harriet Friedmann & Jack Wayne. 1977. *Dependency theory: a critique*. [*Canadian Journal of Sociology*, 2 \(4\): 399 - 416](#)
- Laclau, E. 1971. ‘Feudalism and Capitalism in Latin America’ in *New Left Review* 67, pp.19–38.
- Wallerstein, Immanuel. 2004. *World-System Analysis: An Introduction*, Durham: Duke University Press.
- Jan Nederveen Pieters. 1998. My Paradigm or Yours. *Development and Change*, 29: 343 – 373.
- Frans J. Schuurman. 2000. Paradigms Lost, Paradigms Regained? *Development Studies in the Twenty-First Century*. *Third World Quarterly*, 21 (1): 7-20.
- Nathan Andrews. 2014. A Post-development Hoax, *Third World Quarterly*, 35 (6): 922 – 938.
- Arturo Escobar. 2000. Beyond the search for a paradigm. *Development*, 43 (4): 10 – 14.
- Rahnama, Majid and Bawtree, Victoria (eds.) (1997) *The Post-Development Reader*, London: Zed Books.

Module 4: Development, Globalization and Neo-liberalism

- Jones, Andrew. 2010. *Globalization: Key Thinkers*. Cambridge: Polity Press
- Roberts, J. Timmons; Amy Bellone Hite & Nitsan Chorev. 2015 [Ed.]. *The Globalization and Development Reader: Perspectives on Development and Global Change*. West Sussex: Wiley Blackwell.
- Roberts, J. Timmons & Amy Bellone Hite. 2000. [Ed.]. *From Modernization to Globalization: Perspectives on Development and Social Change*. Oxford: Blackwell.
- Giddens, Anthony. 1999. *Runaway World: How Globalization is Reshaping our Lives*. London: Profile Books.

Module 5: Contemporary Critical Issues in Development

- Adams, W.M. (1990): *Green Development*. Routledge: London
- Lele, S. (1991): 'Sustainable Development: A Critique', *World Development*. 19 (6): 607 – 21
- Meadows, Donella H. et al (1974) *The Limits of Growth*, Pan Books
- Sarah White. 1996. Depoliticising Development: Use and Abuse of Participation. *Development in Practice*, 6 (1): 6 – 15
- Majid Rahnema. 1997. Participation. In W. Sach (ed) *Development Dictionary*
- Cooke, Bill and Uma Kothari (eds) 2001. *Participation: The New Tyranny?*, London: Zed Books.
- Samuel Hickey & Giles Mohan. 2004. *Participation: From Tyranny to Transformation*. Zed Books (1st & 2nd Chapter)
- Viswanathan, N. (1997). *The Women, Gender and Development Reader*. London: Zed Books
- Rathgeber, M. (1990). WID, WAD, GAD: Trends in Research and Practice. *The Journal of Developing Areas*, Vol. 24 (4): 489 – 502
- Razavi, S. and Carol Miller (1995) *From WID to GAD: Conceptual shifts in Women and Development Discourse*. Occasional Paper 1, UN Research Institute for Social Development.
- Parpart, J. L (2000). *Theoretical Perspectives on Gender and Development*. IDRC, Canada
- Haq. Mahbub ul (1995). *Reflections on Human Development*, Oxford: OUP.
- Cernea, M. M. (2000). Risk, Safeguards and Reconstruction. *EPW*. Vol. 35 (41)
- Kothari, S. (1996). Whose Nation, *EPW*. Vol. 31 (24).

Assessment

The assessment pattern includes continuous assessment of 40 marks and end-semester examination of 60 marks. The continuous assessment includes two written tests and one assignment cum presentation. Out of the three internal assessments of 20 marks each, the two

best scores will be carried forward for final evaluation and will be added to the marks scored in end semester examination.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO 1	3	2	3	3	2	2	2	2	2	1	1
CLO 2	3	3	3	2	2	2	3	2	2	1	1
CLO 3	3	3	3	2	2	3	3	1	2	1	1
CLO 4	3	3	3	3	3	2	2	1	2	1	1
CLO 5	3	3	3	2	2	3	3	1	2	1	1

University of Hyderabad
Department of Sociology

Syllabus for Course on: **Knowing the Social World: Epistemologies for the Social Sciences**

M.A.: Compulsory Course

Course number: To be specified by the Office

Credits: 4 Course No. SL501

Course Instruction: Sasheej Hegde

Course Objective:

The course is meant to introduce students to some of the main issues impinging on the philosophy of the social sciences. However, it refrains from drawing a specialized attention on the subject, striving instead to strategically negotiate the domain of social scientific knowledge and reasoning as a practice (rather than as a disembodied application of theories and concepts and methodological rules). In forwarding the claim that attempts to know the social world are worthwhile – and that the social world is knowable – the course is directed at structuring a conversation between the philosophy of social sciences, sociological theories and research methods. Following as it does in the wake of the courses on theories and methods offered in the department as part of its M.A. core curriculum, the course ‘*Knowing the Social World*’ (KSW) can also be construed as an effort to examine specifically how issues of philosophy and ‘theory’ might inform methodological insights into the social sciences and vice versa.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss various perspectives in the philosophy of social sciences.
2. Explain how to grasp the internal logic of concepts like theory/theorizing, causality and explanation, fact-value holism, history and temporality and apply them to concrete situations of research practice.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of the philosophy of social sciences, sociological theories and research methods.

4. Analyze critically how to relate the framework of ‘knowing the social world’ to the demands of theory and method in the social sciences.
5. Assess how a critical language of theory and method can be deployed for the purposes of robust sociological research and understanding.

Course Outline:

1. From theory to theorizing: re-situating social scientific knowledge and practice
2. Debating ‘facts’ and ‘values’ and reasoning about values
3. Classical modes: causal explanations, reason-action explanations and hermeneutic understanding
4. Revitalizing causality and explanatory critique in the social sciences: structures, powers, mechanisms, relations and tendencies
5. Standpoint theory and social epistemology: the epistemics of situated knowledges
6. The narrative construction of reality and contingency: theory, history and social science

Readings (identified unit-wise as above):

For Unit 1:

- Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. New York: W. W. Norton and Co. [Ch. 1]
- Alcoff, Linda and Potter, Elizabeth. Ed. 1993. *Feminist Epistemologies*. London: Routledge. [Ch.5]
- Sayer, Andrew. 2010. *Method in Social Science: A Realist Approach*. New York: Routledge, 2nd revised edn. [Introduction and Ch. 1]
- Swedberg, Richard. Ed. 2014. *Theorizing in Social Science: The Context of Discovery*. Stanford, California: Stanford University Press. [Chs. 1, 4 and 8]

For Unit 2:

- Flyvbjerg, Bent. 2001. *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*. New York: Cambridge University Press. [Chs. 5 and 9]
- Kincaid, H., Dupre, J. and Alison, W. Ed. 2007. *Value Free Science? Ideals and Illusions*. New York: Oxford University Press. [Introduction, Chs. 1, 3, 6 and 9]
- Risjord, Mark. 2014. *Philosophy of Social Science: A Contemporary Introduction*. New York: Routledge. [Ch. 2]

For Unit 3:

- Mahajan, Gurpreet. 1992. *Explanation and Understanding in the Human Sciences*. Delhi: Oxford University Press. (Chs. 1-3 and 5).
- Risjord, Mark. 2014. *Philosophy of Social Science: A Contemporary Introduction*. New York: Routledge. [Chs. 4-5]
- Taylor, Charles. 1985. *Human Agency and Language: Philosophical Papers 1*. Cambridge: Cambridge University Press. [Ch. 2]
- Taylor, Charles. 1985. *Philosophy and the Human Sciences: Philosophical Papers 2*. Cambridge: Cambridge University Press. [Ch. 1]

Turner, Stephen P. and Roth, Paul A. Ed. 2003. *The Blackwell Guide to the Philosophy of the Social Sciences*. Oxford: Blackwell Publishing. [Chs. 1, 3 and 13]

For Unit 4:

Archer, M., Bhaskar, R., Collier, A., Lawson, T. and Norrie, A. Ed. 1998. *Critical Realism: Essential Readings*. London: Routledge. [Chs. 12-13, 15, 17-18]

Hall, John R. 2004. *Cultures of Inquiry: From Epistemology to Discourse in Sociohistorical Research*. Cambridge: Cambridge University Press. [Chs. 4-5]

Ringer, Fritz. *Max Weber's Methodology: The Unification of the Cultural and Social Sciences*. Cambridge, Mass.: Harvard University Press. [Chs. 3-4]

Risjord, Mark. 2014. *Philosophy of Social Science: A Contemporary Introduction*. New York: Routledge. [Ch. 9]

Sayer, Andrew. 2010. *Method in Social Science: A Realist Approach*. New York: Routledge, 2nd revised edn. [Chs. 3-4]

For Unit 5:

Alcoff, Linda and Potter, Elizabeth. Ed. 1993. *Feminist Epistemologies*. London: Routledge. [Chs. 2-4]

Cooper, Frederick. 2005. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press. [Ch. 1]

Figueroa, R. and Harding, S. Ed. 2003. *Philosophical Explorations of Science, Technology and Diversity*. New York: Routledge. [Ch. 2]

Turner, Stephen P. and Roth, Paul A. Ed. 2003. *The Blackwell Guide to the Philosophy of the Social Sciences*. Oxford: Blackwell Publishing. [Ch. 12]

Guru, Gopal and Sarukkai, Sundar. 2012. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Delhi: Oxford University Press. [Chs. 1-2, 5-6]

For Unit 6:

Flyvbjerg, Bent. 2001. *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*. New York: Cambridge University Press. [Ch. 4]

Hacking, Ian. 2002. *Historical Ontology*. Cambridge, Mass.: Harvard University Press. [Chs. 1 and 6]

Hall, John R. 2004. *Cultures of Inquiry: From Epistemology to Discourse in Sociohistorical Research*. Cambridge: Cambridge University Press. [Chs. 1 and 3]

McDonald, Terrence J. Ed. *The Historic Turn in the Human Sciences*. Ann Arbor: University of Michigan Press. [Margaret R. Somers chapter]

Sewell, William S., Jr. 2005. *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press. [Chs. 1 and 3]

Turner, Stephen P. and Roth, Paul A. Ed. 2003. *The Blackwell Guide to the Philosophy of the Social Sciences*. Oxford: Blackwell Publishing. [Ch. 10]

Wallerstein, I. et al. 1996. *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*. Stanford, CA: Stanford University Press.

Assessment:

Continuous internal assessment includes two written tests and one written assignment (with a word limit) on a topic specified for the class as a whole and which will be fairly subsumptive of the themes in the course. Each internal assessment is evaluated for 20 marks, and the best of the two from the three internals will be taken into consideration for a total of 40 marks. The final comprehensive end-semester examination will be for 60 marks. The final grade will be computed on the basis of these evaluation protocols.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

Department of Sociology
University of Hyderabad
POLITICAL SOCIOLOGY

Course No: SL 551

This course is about politics and society. It should be considered as a ‘first’ course in the subject. Traditionally, political sociology has been preoccupied with the study of the relation between state and society. Unlike Political Science however, in political sociology the focus is not just the internal structure and function of the political system as such but with the larger social factors and forces that materially and ideologically determine the political system and vice versa. Last but not least, contemporary political sociology gives close attention to Culture and society.

Course Learning Outcome

After successfully undergoing this course, a student would be able to:

1. Demonstrate the organic relation between politics and society.
2. Explain, with reference to theory, the changing definitions and understanding of politics and power.
3. Discuss the crucial role of Ideology in societal material and mental life.
4. Analyze political theory itself in relation to its location and articulation.
5. Assess the relation of political sociology as a knowledge corpus with other sub-disciplinary streams within general sociology.

Course Details

Introductory

What is Political Sociology?; Definitions of key concepts and their history such as ‘state’, ‘civil society’, ‘political society’, etc.

Required Reading

T. Janoski, R.R. Alford, A.M. Hicks and M.A. Schwartz (Eds), The Handbook of Political Sociology: States, Civil Societies, and Globalization, Cambridge University Press, 2005

Michael Burawoy, ‘Introduction to Political Sociology’, Sociology 280C, PDF

Andrew Walder, ‘Political Sociology and Social Movements’, PDF

Andre Bothelho, ‘Political Sociology’, sociopedia.isa, PDF

Theoretical Traditions in Political Sociology

Marxist and Neo-Marxist; Max Weber; Elite theorists; Pluralist theory; Durkheimian and neo-Durkheimian approaches; Cultural politics; Contemporary developments in theory

Required Reading

Kate Nash, ‘Contemporary Political Sociology: Globalization, Politics and Power’, Wiley-Blackwell, 2010

Simon Clarke, The State Debate, PDF

Emile Durkheim, ‘Professional Ethics and Civic Morals’, PDF

Bob Jessop, Capitalist State, Marxist Theories and Methods

Stanley Aronowitz and Peter Bratsis (Eds), ‘Paradigm Lost: State Theory Reconsidered’

Other readings would be suggested in the classroom.

Theory Focus: Carl Schmitt, Michel Foucault and Giorgio Agamben

The concept of the ‘political’; The concept of Power; Governmentality; Biopower, Sovereignty and Exception

Required Reading

Carl Scmitt, ‘The Concept of the Political’, PDF

Thomas Lemke, ‘Foucault, Governmentality and Critique’, London, Paradigm Publishers, 2012

Johanna Oksala, ‘Violence and the Biopolitics of Modernity’ in ‘Foucault Studies’ PDF

Other readings would be suggested in the classroom

Postcolonial Political Theory-Sociology

This is essentially an introduction to and familiarization with theory which is an intellectual outcome of the experience of colonization. This is but a modest part of theory thus emanating from the ‘global south’. This paradigm/perspective has potential and actual power of interrogating the hegemonic influence of ‘western’ theory which lays claim to universality.

Required Reading

Sudipta Kaviraj, ‘On the Enchantment of the State: Indian Thought on the Role of the State in the Narrative of Modernity’, European Journal of Sociology, 46(2), 2005

Ashis Nandy, The Romance of the State And The Fate Of Dissent In The Tropics, Oxford University Press, 2003 (Preface, and Part One)

Partha Chatterjee, ‘Lineages of Political Society: Studies in Postcolonial Democracy’, Permanent Black, 2011

Partha Chatterjee, ‘Politics of the Governed: Reflections on Popular Politics in Most of the World’, Permanent Black, 2004

Other readings would be suggested in the classroom.

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	
CLO1	3	2	3	3	2	2	3	2	3	2	3	
CLO2	3	2	3	3	2	2	3	2	3	2	3	

CLO3	3	1	3	3	1	1	3	2	3	2	3	
CLO4	3	1	3	3	1	1	3	2	3	2	3	
CLO5	3	2	3	3	2	2	3	2	3	2	3	

University of Hyderabad
Department of Sociology
Syllabus for Course on: **Law, State and Society**

M.A.: Elective Course

Course number: To be specified by the Office

Credits: 4 Course No. SL525

Open to: All MA students

Pre-requisite: None

Course Design and Instruction: Sasheej Hegde

Course Objective:

Although meant as a formal critical introduction to themes in the sociology of law, the course also seeks to orchestrate a position on law and legal phenomena away from a singular focus on the state-defined legal sphere. Drawing on perspectives from classical sociology, jurisprudential theory, anthropology, and critical theory, an attempt will be made to elaborate a framework for the analysis of the law-state-society relation.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss various perspectives on law from classical sociology, jurisprudence and critical theory.
2. Explain how to grasp the internal logic of concepts like legal pluralism and legal centralism and apply them to concrete situations of politics and history.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of a critical sociology of law.
4. Analyze critically how to relate the framework of law-state-society relation to the present day socio-political contexts.

5. Assess how a critical sociology of law can be deployed for the purposes of a contemporary understanding of politics and society.

Course Outline:

1. Perspectives on law from jurisprudential theory and classical sociology
2. Of Marxism and the sociology of law: variations on a theme of convergence
3. In the shadow of the law or outside it: approaching legal pluralism
4. Contextualizing the category 'non-state', and towards an evaluation of the non-state legal system
5. Overcoming the state/non-state polarity: Foucault considered
6. Revisiting the problematic: law, state, and society

Readings:

- Anderson, M. R. and Guha, S. Ed. 1998. *Changing Concepts of Rights and Justice in South Asia* Delhi: Oxford University Press.
- Baxi, Upendra. 1992. 'The State's Emissary': The Place of Law in Subaltern Studies. In Partha Chatterjee and Gyan Pandey, ed., *Subaltern Studies VII*. Delhi: Oxford University Press.
- Cotterrell, Roger. 1984. *The Sociology of Law: An Introduction*. London: Butterworths.
- Foucault, Michel. 1980. *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. Sussex: Harvester.
- Foucault, Michel. 1984. The Subject and Power. In H. L. Dreyfus and P. Rabinow, *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press, 2nd Edition.
- Galanter, Marc. 1981. Justice in Many Rooms: Courts, Private Ordering and Indigenous Law. *Journal of Legal Pluralism*, Vol. 19, pp.1-47.
- Ghai, Yash et al. Ed. 1987. *The Political Economy of Law: A Third World Reader*. Delhi: Oxford University Press.
- Hunt, Alan. 1981. Marxism and the Analysis of Law. In A. Podgorecki and C. J. Whelan, ed., *Sociological Approaches to Law*. London: Croom Helm, pp.91-109.
- Poulantzas, Nicos. 1978. *State, Power, Socialism*. London: New Left Books.
- Roberts, Simon. 1979. *Order and Dispute: An Introduction to Legal Anthropology* Harmondsworth: Penguin.

Assessment:

Continuous internal assessment includes two written tests and one written assignment (with a word limit) on a topic specified for the class as a whole and which will be fairly subsumptive of the themes in the course. Each internal assessment is evaluated for 20 marks, and the best of the two from the three internals will be taken into consideration for a total of 40 marks. The final comprehensive end-semester examination will be for 60 marks. The final grade will be computed on the basis of these evaluation protocols.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs):

	PLO1	PLO2	PLO3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO1 0	PLO1 1
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

University of Hyderabad
Department of Sociology

Syllabus for Course on: People, Nation and State

M.A.: Elective Course

Course number: To be specified by the Office

Credits: 4 Course No. SL 574

Open to: All M.A. students

Pre-requisite: None

Course Design and Instruction: Sasheej Hegde

Course Objective:

Sociological discourse generally has been premised upon 'society' as its object of study. The course under review is a systematic attempt to displace that focus; as well as being meant to engage with what this displacement could entail for the vocabulary of sociology. Again, to the extent that issues of group and national identity have emerged as central to the political sociology of the contemporary world (including India), the course will strive to conceptually orchestrate a perspective on such topics as the dynamics of group identity, the relationship between nationhood and nationalism; while also surveying, historically and comparatively, the problems and opportunities thrown up by different kind of nationalisms.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss various perspectives on nation and nationalism from historical sociology and political theory.
2. Explain how to grasp the internal logic of concepts like nation, nation-state and nationalism and apply them to concrete situations of politics and history.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of a political sociology of the contemporary world.
4. Analyze critically how to relate the framework of national self-determination to the present day socio-political contexts.
5. Assess how the critical resources of sociology can be deployed for the purposes of understanding the relationship between nationhood and nationalism.

Course Outline:

1. A sociology beyond society: encountering the nation-state
2. The nation: real or imagined?
3. Engaging the right of self-determination
4. Between 'civic' and 'ethnic' nationalisms
5. Nationalism after sovereignty: colonial and postcolonial perspectives
6. On the 'limits' of modernization theory

Readings:

Balakrishnan, Gopal. Ed. 1996. *Mapping the Nation*. London: Verso.

Bayly, Chris. 1998. *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*. Delhi: Oxford University Press.

Calhoun, Craig. 1993. Nationalism and Ethnicity. *Annual Review of Sociology*, Vol.19, pp. 211-39.

Chatterjee, Partha. 1994. *The Nation and its Fragments: Colonial and Postcolonial Histories*. Delhi: Oxford University Press.

Hall, John A. Ed. 1998. *The State of the Nation: Ernest Gellner and the Theory of Nationalism*. Cambridge: Cambridge University Press.

Hastings, Adrian. 1997. *The Construction of Nationhood: Ethnicity, Religion and Nationalism*. Cambridge: Cambridge University Press.

Hutchinson, John and Smith, Anthony D. Ed. 1994. *Nationalism*. Oxford: Oxford University Press.

Miller, David. 1995. *On Nationality*. Oxford: Clarendon Press.

Urry, John. 2000. Societies. In his *Sociology beyond Societies: Mobilities for the 21st Century*. London: Routledge, pp.1-21.

Assessment:

Continuous internal assessment includes two written tests and one written assignment (with a word limit) on a topic specified for the class as a whole and which will be fairly subsumptive of the themes in the course. Each internal assessment is evaluated for 20 marks, and the best of the two from the three internals will be taken into consideration for a total of 40 marks. The final comprehensive end-semester examination will be for 60 marks. The final grade will be computed on the basis of these evaluation protocols.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

University of Hyderabad
Department of Sociology
Syllabus for Course on: **Modernity and Modernization**

M.A.: Elective Course
Course number: To be specified by the Office
Credits: 4 Course No. SL 575
Open to: All MA students
Pre-requisite: None
Course Design and Instruction: Sasheej Hegde

Course Objective:

The course is, at once, an attempt to come to terms with a central object of sociology - indeed, arguably, of the entirety of social science – namely, modernity, even it strives to put in place the integuments of a reflexive sociology of modernity and modernization. The themes that comprise the course will take on both a conceptual and a substantive register.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss various perspectives on modernity and modernization from social and political theory.
2. Explain how to grasp the internal logic of concepts like modern, modernity and modernization apply them to concrete situations of culture, history and politics.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of a critical sociology of modernity and modernization.
4. Analyze critically how to relate the framework of modernity and modernization to the present day socio-political and cultural contexts.
5. Assess how a reflexive sociology of modernity can be deployed for the purposes of a contemporary understanding of society, culture and politics.

Course Outline:

1. Modernity, modernization and the modern: clarifications
2. Theorizing modernity and the idea of alternative (or multiple) modernities
3. Modernity in non-modern contexts: the historiographical debate
4. The paradigm of modernization revisited
5. Modernity and autonomy

Readings:

- Bilgrami, A. 1997. Secular Liberalism and Moral Psychology of Identity. *Economic and Political Weekly*, Vol.32 (40) 1997.
- Chatterjee, P. 1997. Talking about our Modernity in Two Languages. In his *A Possible India: Essays in Political Criticism*. Delhi: Oxford University Press, pp.263-85.
- Eisenstadt, S. N. 1999. *Fundamentalism, Sectarianism and Revolution: The Jacobin Dimension of Modernity*. Cambridge: Cambridge University Press.
- Giddens, A. 1990. *The Consequences of Modernity*. Cambridge: Polity Press.
- Habermas, J. 2001 [1981]. Modernity versus Postmodernity. In C. Cazeaux (ed.) *The Continental Aesthetics Reader*. London: Routledge, pp.268-77.
- Hall, S., D. Held and T. McGrew. Ed. 1992. *Modernity and its Futures*. Cambridge: Polity Press/Open University.
- Luhmann, N. 1998. *Observations on Modernity*. Stanford, Calif.: Stanford University Press.
- Nandy, A. 1983. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Delhi: Oxford University Press.
- Subrahmanyam, S. 2001. *Penumbra Visions: Making Polities in Early Modern South India*. Delhi: Oxford University Press.
- Taylor, C. 1989. *Sources of the Self: The Making of the Modern Identity*. Cambridge, Mass.: Harvard University Press.
- Uberoi, J. P. S. 2002. *The European Modernity: Science, Truth and Method*. Delhi: Oxford University Press.

Assessment:

Continuous internal assessment includes two written tests and one written assignment (with a word limit) on a topic specified for the class as a whole and which will be fairly subsumptive of the themes in the course. Each internal assessment is evaluated for 20 marks, and the best of the two from the three internals will be taken into consideration for a total of 40 marks. The final comprehensive end-semester examination will be for 60 marks. The final grade will be computed on the basis of these evaluation protocols.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11
CLO 1	3	3	2	2	2	1	2	3	3	1	2
CLO 2	3	3	3	3	2	2	3	3	3	2	2
CLO 3	3	3	3	3	3	2	3	3	3	3	3
CLO 4	3	3	3	3	3	2	2	3	3	3	3
CLO 5	3	2	2	3	1	1	2	3	3	2	2

University of Hyderabad
Department of Sociology

Syllabus for Course on: **Religion, Law and State**

M.A.: Elective Course

Course number: To be specified by the Office

Credits: 4 Course No. SL576

Open to: All MA students

Pre-requisite: None

Course Design and Instruction: Sasheej Hegde

Course Objective:

The course looks at religion and religious belief, especially under conditions of modernity, while going on consider the current turmoil over religion, law and state in India. While an effort will be made to cover the space of religious diversity in India, it is the dynamics of the Hindu-Muslim situation that will be the object of scrutiny. Specifically, the course will attempt to forward some considerations on law and the secular state in India, while taking on questions of religious reform and secularization of religious communities.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss various perspectives on religion and law under conditions of modernity.
2. Explain how to grasp the internal logic of concepts like secularism and secularization and apply them to concrete situations of public debate and contestation
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of law and the secular state in contemporary India.
4. Analyze critically how to relate the framework of religion, law and state to the present day socio-political contexts.
5. Assess how a critical sociology of law and state can be deployed for the purposes of a contemporary understanding of politics and society.

Course Outline:

1. Religion as a category in anthropology and sociology
2. Secularization in historical and sociological perspective
3. Approaching religions and religiosity in India
4. India as a secular state? Re-perspectivising Indian nationalism and communalism
5. Secularity and secularization revisited: A question about the reform of religions and communities in India

Readings:

Berger, P. 1967. *The Sacred canopy: Elements of a Sociological Theory of Religion*. New York: Doubleday and Company.

Bhargava, R. 1998. *Secularism and its Critics*. Delhi: Oxford University Press.

Bocock, R. and K. Thompson. Ed. 1985. *Religion and Ideology: A Reader*. Manchester: Manchester University Press.

Chadwick, O. 1975. *The Secularization of the European Mind in the 19th Century*. Cambridge: Cambridge University Press.

Clarke, S. 1999. *Dalits and Christianity: Subaltern Religion and Liberation Theology in India*. Delhi: Oxford University Press.

Eaton, R. M. 2000. *Essays on Islam and Indian History*. Delhi: Oxford University Press.

Madan, T. N. Ed. 1991. *Religion in India*. Delhi: Oxford University Press.

Madan, T. N. 1997. *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Delhi: Oxford University Press.

Stark, R. and R. Finke. 2000. *Acts of Faith: Explaining the Human Side of Religion*. Berkeley: University of California Press.

Varshney, A. 2002. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Delhi: Oxford University Press.

Viswanathan, G. 1998. *Outside the Fold: Conversion, Modernity, and Belief*. Delhi: Oxford University Press.

Assessment:

Continuous internal assessment includes two written tests and one written assignment (with a word limit) on a topic specified for the class as a whole and which will be fairly subsumptive of the themes in the course. Each internal assessment is evaluated for 20 marks, and the best of the two from the three internals will be taken into consideration for a total of 40 marks. The final comprehensive end-semester examination will be for 60 marks. The final grade will be computed on the basis of these evaluation protocols.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs):

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10	PLO11
CLO 1	3	3	2	2	2	1	2	3	3	1	2
CLO 2	3	3	3	3	2	2	3	3	3	2	2
CLO 3	3	3	3	3	3	2	3	3	3	3	3
CLO 4	3	3	3	3	3	2	2	3	3	3	3
CLO 5	3	2	2	3	1	1	2	3	3	2	2

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF HYDERABAD**

Indian Diaspora

Aparna Rayaprol
Course No. SL 573

The term "Indian diaspora" is generally used to refer to migrants who originated in areas falling within the territorial boundaries of present day India. The "diasporizing" of Indians dispersed in different parts of the world stems from certain political, economic, and cultural conditions. The usage of the umbrella label, "diaspora" seeks to forge a unified identity among them and invokes common myths of origin. Further, as part of the new economic regime of liberalization in India, the Indian government, eager for investments from Indians abroad, is creating a favorable atmosphere by speaking of the transnational Indian community as a unified, diasporic entity. In the academia, diaspora studies has now come of age and is an important area of research for the 21st century.

This course will attempt to contextualize Indian diaspora in different parts of the world. Diaspora will be understood in terms of history, geography, culture, economy and polity. Issues of generational change, race, ethnicity, religion, region and gender as intersecting identities will be examined. The readings in the first three sections are meant to provide the historical and geographical context of the diaspora.

Course Outcomes:

1. Understand the theoretical foundations of the concepts, diaspora and migration
2. Demonstrate knowledge of the geographical and territorial foundations of diasporic populations
3. Trace the history of Indian overseas migration from ancient to contemporary times
4. Explain the interdisciplinary nature of diaspora studies
5. Analyze the theories of homeland
6. Assess the nature of contemporary Indian movements around the world including return migration

Course Requirements:

The best of two internals will be taken. All internals will be worth 20 marks.

The first internal will be a test in the second week of February.

The second internal will be a seminar (class presentation) by the student on a particular reading.

This will be done in consultation with the instructor.

The third internal will be a term paper on a topic of the student's interest in consultation with the instructor.

The final exam will be worth 60% of the grade.

Course Outline

I. Diaspora: Definitions and Global Context: Introduction to the Concept of Diasporas around the world.

“Introduction: The Problem of the Diasporas” in Gerard Chaliand and Jean-Pierre Rageau eds. *The Penguin Atlas of the Diasporas*, New York, Viking 1991.

“The Jewish Diaspora” in *The Penguin Atlas of the Diasporas* pp. 1-73.

“The Gypsy Diaspora” in *The Penguin Atlas of the Diasporas* pp. 95-112

Steven Vertovec, “The Meanings of Diaspora Exemplified among South Asian Religions” in *Diaspora* 6, 3, 1997.

Robin Cohen, *Global Diasporas: An Introduction* 2008

N. Jayaram “The Study of Indian Diaspora” in *The Indian Diaspora: Dynamics of Migration* New Delhi, Sage 2004.

II. The Indian Diaspora: the Historical Context:

“The Age of Merchants” in “the *Encyclopedia of the Indian Diaspora* ed. Brij V. Lal, New Delhi, Oxford University Press 2006. pp. 32-43.

“The Age of Colonial Capital: in *Encyclopedia of the Indian Diaspora* pp. 44-65.

III. A Glimpse of the Indian Diaspora across the World:

The South East Asian case: “Malaysia”: in *Encyclopedia of the Indian Diaspora* pp. 156-167.

The Middle East or West Asia: “Saudi Arabia, Oman and the Gulf States” in *Encyclopedia of the Indian Diaspora*, pp. 222-234.

The African Cases: “South Africa” and “East Africa” in *Encyclopedia of the Indian Diaspora* pp. 242-254.

The West Indies or Caribbean: “Trinidad and Tobago” and “Guyana” in *Encyclopedia of the Indian Diaspora* pp. 278-296.

North America: “The Early South Asian Immigrants, 1900-1947” in Karen Leonard, *The South Asian Americans: Connecticut*, Greenwood Press 1997.

“The New South Asian Americans” in Karen Leonard, *The South Asian Americans*.

Europe: “United Kingdom” in *Encyclopedia of the Indian Diaspora* pp. 336-345.

Australasia: “Fiji” and “Australia” in *Encyclopedia of the Indian Diaspora* pp. 370-388.

IV. Theorizing *Homeland* and Diaspora

Kamala Visweswaran “Diaspora by Design: flexible Citizenship and South Asians in U.S. Racial Formations in *Diaspora* 6:1 1997

“Introduction: the home in Modernity”, in Nikos Papastergiadis *Dialogues in the Diaspora* London, Rivers Oram Press 1998.

Introduction “Geographies of Indianness” and Chapter 1 Histories and nations and Chapter 2 Little Indias, Places for Indian Diaspora in Sandhya Shukla *India Abroad: Diasporic Cultures of Post war England and America*.

Appadurai, Arjun “Disjuncture and Difference in the Global Cultural Economy” in *Modernity at large: Cultural Dimensions of Globalization*, Minneapolis, University of Minnesota Press.
Lisa Malkki , “ National Geographic: The Rooting of Peoples and the Territorilization of National Identity among Scholars and Refugees, *Cultural Anthropology* 7, (1) 24-44.
Joanna Lessinger *From the Ganges to the Hudson: Indian Immigrants in New York City*, Boston: Allyn and Bacon 1995.

V. Diaspora and Intersectionality: Race, gender and ethnicity, religion

Aparna Rayaprol, 2001, ““Can You Talk Indian?”:Shifting Notions of Community and Identity in the Indian Diaspora,” Community and Identities in South Asia, (ed) Surinder Singh Jodhka, New Delhi, Sage 2001, pp. 163-190

Lavina Dhingra Shankar.1998 “ The Limits of (South Asian) Names and Labels: Post-colonial or Asian American, ?” in Lavina Dhingra Shankar and Rajni Srikanth eds. A Part, yet Apart: South Asians in North America. Philadelphia, Temple University Press.

Sunaina Maira Chapter 2 *Desis in The House* “To Be Young, Brown and Hip: Race, Gender and Sexuality in Indian American Youth Culture”

Soniya Munshi “Intertwined Violence: Implications of State Responses to Domestic Violence in South Asian Immigrant Communities” in *The Sun Never Sets: South Asian Migrants in an Age of U.S. Power*. Eds Vivek Bald, Miabi Chatterji, Sujani Reddy and Manu Vimalassery, Hyderabad, Orient Blackswan 2013.

Steven Vertovec “Islamophobia and Muslim Recognition in Britain” in Susan Koshy and R. Radhakrishnan ed. *The Making of Neo-Diaspora* Delhi, Oxford University Press 2008.

VI: The Age of Globalization: South Asian workers in the World

Biju Mathew, *Taxi* New York, Verso 2004.

Sharmila Rudrappa “Braceros and Techno Braceros;Guest Workers in the United States and the Commodification of Wage Labor” in Susan Koshy and R. Radhakrishnan ed. *The Making of Neo-Diaspora* Delhi, Oxford University Press 2008.

Mark Anthony Falzon “Towards an Integrated Model of Commerce and Diaspora” in *Cosmopolitan Connections: The Sindhi Diaspora 1860-2000* New Delhi, Oxford University Press 2005.

Nationalist Agenda: Indian Response to the Diaspora pp. 82-88 in *Encyclopedia of the Indian Diaspora*

Vinay Lal, “The Diaspora at Home: Returnees Retirees and Resident Non-Indians” in *The Other Indians: A Political and Cultural History of South Asians in America*, New Delhi Harper Collins, 2008.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	3	3	2	3	3	3	2	2
CLO2	3	3	3	3	3	3	3	3	3	2	3
CLO3	3	3	3	3	2	3	3	3	3	3	3
CLO4	3	3	3	3	3	3	3	3	3	3	3
CLO5	3	3	3	3	3	3	2	3	3	2	3
CLO6	3	3	3	3	2	3	3	3	3	2	2

University of Hyderabad
Department of Sociology

Urban Sociology
(Course No: SL572)

M.A IV Semester

Instructor: Prof N Purendra Prasad

Elective

Email: purendra.prasad@gmail.com

As urban population continues to grow exponentially across the world, it is important to analyse the inhabitants and their access to livelihoods, physical and social infrastructure. Indeed, it will critically engage with 'rising inequities' in the urban spaces as oppressed rural social groups migrate permanently or temporarily, and form the excluded urban majorities. This interdisciplinary course will provide various perspectives from which the current urban moment in both the developed and developing worlds can be understood, analyzed and critiqued. In brief, the course introduces the students to the global debates but the focus will be to explain the diverse urban scenarios of urbanization in India. The course is provided in two sections.

Course Learning Outcomes: After completion of this course, the students will be able to

1. Discuss the concepts of Urban, Urbanism, and Urbanisation and the debates on rural urban processes in the contemporary Indian context.
2. Explain how to grasp the internal logic of urban theories and how it applies to real social processes and to history.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of urban studies.
4. Analyze how to synthesize, apply and critique the role of state and different forms of urbanization in India in their written assignments and tests.
5. Assess how urban studies debates provided a critical framework for various scholars working in different fields.

Course Description:

Section I: Conceptualizing the Urban – Theories and Perspectives

Unit 1: What is Urban? The concepts of Urbanisation and Urbanism (6, 8 Jan)

Key Readings:

Simmel, George. 1976. "The Metropolis and Mental Life", *The Sociology of George Simmel*. New York: Free Press.

Lewis Mumford (1937). "What is a City?" (first published in *Architectural Record*).

Sharon Zukin (1980). A Decade of the New Urban Sociology. *Theory and Society*, Vol.9, No.4, pp.575-601.

Additional Readings:

Weber, Max. 1969 [1921]. *The Nature of the City* In (ed.) Richard Sennett, *Classic*

Essays on the Culture of Cities, Prentice Hall.

Robinson Jennifer (2006). *Ordinary Cities: Between Modernity and Development*. Routledge.

Unit 2: Rural-Urban Duality? Rurbanisation and Desakota (13, 20 Jan)

Key Readings:

Amitabh Kundu (2017). Rurbanisation: An Alternate Development Paradigm. In Patel Sujata and Omita Goyal (eds) (2017). *The Contemporary Urban Conundrum*. New Delhi: India International Centre. pp. 17-27.

McGee Terry (1991). The Emergence of Desakota Regions in Asia: Expanding a Hypothesis, In the *Extended Metropolis: Settlement Transition in Asia*. Honolulu: University of Hawaii Press, pp.3-25

Additional Readings

Pocock, David. 1960 [1974]. 'Sociologies: urban and rural'. In M.S.A.Rao (ed.) *Urban sociology In India*. Hyderabad: Orient Longman.

Davis Michael (2000). *Planet of Slums*. London: Verso.

Unit 3: Theorising the Urban: Chicago School, Marxist Political Economy, Feminist, poststructuralist/ postcolonial Approaches. (21, 27, 29 Jan & 3, 5, 10 Feb)

Key Readings:

Wirth, Louis (1938). "Urbanism as a way of life," *American Journal of Sociology*, 44, 1-24.

Park, R., E.W. Burgess and R.D. Mackenzie (1967). *The City: Suggestions for Human Behavior in the Urban Environment*, University of Chicago Press (Chapters 1, 2 and 3).

Mike Savage, A Warde and Kevin Ward (2002). *Urban Sociology, Capitalism and Modernity*. (Chicago School: Ch.2 pp 8-33).

Lefebvre, Henri. 2003 [1970]. *The Urban Revolution*, Minneapolis: Minnesota (Foreword by Neil Smith, Chapters 1, 2, 3 and 6).

Castells, M. (1977) *The Urban Question: A Marxist Approach*, London: Edward Allen (Chapters 1, 2, 3, 8, 10).

Harvey, D. (1989). *The Urban Experience*, Baltimore; Johns Hopkins University Press.

Brenner, Neil (2009) 'What is critical urban theory?', *City*, Vol. 13, No. 2, 198 - 207.

Brenner, Neil (2019). *New Urban Spaces: Urban Theory and the Scale Question*. New York: OUP. pp. 1-45; 334-394.

Massey, Doreen (1994) *Space, Place and Gender*, Oxford: Blackwell (Selections).

McDowell, L (1983) "Towards an Understanding of the Gender Division of Urban Space," *Environment and Planning D: Society and Space*. 1: 59-72.

Roy, Ananya. (2009) "The 21st century metropolis: New geographies of theory," *Regional Studies* 43 (6), 819-830.

Sassen Saskia (1994). *The Global City: New York, London, Tokyo*. Princeton: Princeton University Press.

Robinson, J. and Ananya Roy (2015) "Debate on Global Urbanisms and the Nature of Urban Theory," *International Journal of Urban and Regional Research*, 40, 181-186.

Additional Readings:

- Owens, Robert (2012) "Mapping the City: Innovation and Continuity in the Chicago School of Sociology, 1920–1934", *The American Sociologist*, Vol. 43, pp. 264-293.
- Castells, M. (1978) *City, Class and Power*, London: Macmillan.
- Scott, Alan and Storper, Michael, 2015. "The Nature of Cities: The Scope and Limits of Urban Theory", *International Journal of Urban and Regional Research*, 39 (1), pp. 1-15.
- Samson, Melanie (2010) "Producing Privatization: Re-articulating Race, Gender, Class and Space", *Antipode*, Vol. 42. No. 2, pp. 404-32
- Roy, Ananya (2011) Slum dog Cities: Rethinking Subaltern Urbanism", *International Journal of Urban and Regional Research*, Vol. 35, No. 2, pp. 223-38.
- Harvey, David (2008): "The Right to the City", *New Left Review* 53: 23-39.
- Chakrabarty Dipesh (2007). *Provincializing Europe: Post Colonial Thought and Historical Difference*. Princeton University Press.

Section II: Defining the Urban in India

Unit 4: Urbanization in India: Trends and Debates (24, 26 Feb)

Key Readings:

- Prakash, Gyan. 2002. 'The Urban Turn'. In Sarai Reader 02: *The cities of everyday life*. New Delhi (<http://archive.sarai.net/files/original/b3baf1faf1a4e1098705f8383ae298cd.pdf>).
- Shaw, Annapurna (2013). 'Indian Cities'. Oxford: Oxford University Press.
- Sujata Patel: Introduction. Urban Studies. An Exploration in Theories and Practices in S. Patel and Kushal Deb (eds) *Urban Studies*.

Unit 5: Company Towns, Census Towns, Statutory Towns (2, 9 March).

- Meera Kosmabi et al (1988). Three Colonial Cities of India, *Geographical Review*.
- Sood Ashima and Sharadini Rath (2017). The Planned and the Unplanned: Company Towns in India. In Patel S and Omita Goyal (ed).
- Sivararamakrishnan K C, Amitabh Kundu and B N Singh (2012). Handbook of Urbanisation in India. Delhi: OUP.
- Samantha G (2014). The Politics of Classification and Complexity of Governance in Census Towns. *EPW*.

Unit 6: Metropolitan Cities (11 March)

- Patel S and J Masselos (2005) (ed). Bombay and Mumbai: The City in Transition. OUP.
- Shaw A (1999). The Planning and Development of New Bombay. *Modern Asian Studies*, 33(4), pp.951-988.
- Roy Ananya (1997). City Requieu, Calcutta – Gender and the Politics of Poverty. *Globalisation and Community*, Vol.10, Minneapolis: university of Minnesota press.
- Nair Janaki (2005). The Promise of the Metropolis: Bangalore's Twentieth Century. OUP.

Unit 7: Small and Medium Towns (Subaltern Urbanisation) (16 March).

- Denis Eric and Marie-Helene Zerach (eds) (2017). Subaltern Urbanisation In India – An Introduction to the Dynamics of Ordinary Towns. New Delhi: Springer. Pp. 1-38.

Kalpana Sharma (2012). Rejuvenating India's Small Towns, *EPW*, Vol 47, No.30, pp 63-68.
Daisy Hasan (2011). Shillong: The (Un)making of a North East Indian City In Jonathan Shpiro Anjaria, Colin McFarlane. *Urban Navigations : Politics, Space and the City in South Asia*. New Delhi: Routledge.
Kundu Ratoola and Geetanjoy Sahu (2014). Selective Inclusions and Exclusions. Land use Planning and Development in Ratnagiri, *EPW*, Nov. 29, Vol.XLIX, No. 48, pp.69-76.
Coelho K and M. Vijabaskar (2014). On the Charts Off the tracks – Disconnected Development in Ambur Town. Tamilnadu. *EPW*, Vol XLIX, No.22, pp.101-110 May 31.

Unit 8: New Urban Imaginations (23 March)

Dey Ishita, Ranabir Samaddar and Suhit K Sen (2013). Beyond Kolkata – Rajarhat and the Dystopia of Urban Imagination.
Sanjay Srivastava (2015). Entangled Urbanism: Slum, Gated Community and Shopping Mall in Delhi and Gurgaon. New Delhi: OUP. (See Introduction and Chap 4).
Dasgupta Rana (2017). Delhi's Regional Capitalism. *Economic and Political Weekly*, November 18, Vol.LII, No46, pp.64-66.
Michael Levien, Regimes of dispossession: From Steel towns to SEZs, *Development and Change*, 2013.
Sampat Preeti (2016). Dholera – The Emperor's New City. *EPW*, Apr 23, Vol LI, 17, 59-67.

Unit 9 : Governing Indian Cities (1, 8 April)

Key Readings:

Stephanie Tawa Lama-Rewal and Marie-Helene Zerah (2011). Urban Democracy: A South Asian Perspective. *South Asian Multidisciplinary Academic Journal*.
Banerjee-Guha, Swapna. (2009). "Neoliberalising the 'Urban': New Geographies of Power and Injustice in Indian Cities", *Economic & Political Weekly*, Vol. XLIV, No. 22.
Bhan, Gautam (2016). In the Public's Interest: Evictions, Citizenship and Inequality in Contemporary Delhi. Orient Black Swan.
Loraine Kennedy and Ashima Sood (2019). Outsourced Urban Governance as a State Rescaling Strategy in Hyderabad, India. [Outsourced urban governance as a state rescaling strategy in Hyderabad, India](#)

Unit 10: Urban Identities and Contestations- Class, Caste, Religion and Gender. (13,20 April)

Key Readings:

Samaddar Ranabir (2016). Migrant and the Neoliberal City. *Economic and Political Weekly*, June 25, VolII, No.26 & 27, pp.52-54.
Jameel Ghazala (2017). Accumulation by Segregation: Muslim Localities in Delhi. OUP.
S. Tawa-Lama (2011). Women's Right to the City: from safety to Citizenship? UNESCO.
Diya Mehta (2011). Caste and Class in Indian Cities: Habitation, Inequality and Segregation. In Marie-Helene Zerah, Veronique Dupont, Stephanie Tawa Lama-Rewal. New Delhi: UNESCO pp.58-63.

Unit 11: Right to the Indian City (22, 27 April)

Key Readings:

Baxi Upendra (2011). A Philosophical Reading of the Right to the City. UNESCO, pp.16-21.

Sharit Bhowmik, Marie-Helene Zerah and Basudeb Chaudhuri (2011). Urban Livelihoods: The city versus the Informal Economy. In Marie-Helen Zerah et al (ed).

Breman Jan (2016). At Work in the Informal Economy of India – A Perspective from the Bottom Up. New Delhi: OUP (Oxford India Paperbacks). (Chap 1,2,3).

Barbara Harriss-White (2017). The Unsustainable Urban Waste Economy – What is to be Done? In Patel S and O Goyal (eds).

Additional Readings:

Amita Bhide (2017). Colonising the Slum – Changing Trajectories of State-Market Violence in Mumbai. *EPW*, Feb 18, Vol.LII, No.7, pp.75-82.

Aseem Prakash (2012). Caste and Capitalism, *Seminar* No 633, pp. 68-72.

Jaffrelot Christopher (2010). Religion, Caste and Politics in India.

Assessment:

Continuous internal assessment includes two written tests and one individual book project i.e. a list of books given below. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.

Second Internal Assessment : Book Project (Individual Project work)

S. No.	Author	Title of the Book
1.	Chakrabarty Dipesh (2007).	Provincializing Europe: Post Colonial Thought and Historical Difference. Princeton University Press.
2	Robinson Jennifer (2006).	Ordinary Cities: Between Modernity and Development. Routledge.
3.	Patel Sujata and Alice Thorner (1997)	Bombay : Metaphor for Modern India. OUP
4,5	Roy Ananya (1997)	City Requieu, Calcutta. Univ of Minnesota press

6.	Neil Smith (1984)	Uneven Development: Nature, Capital and the Production of Space
7.	Nair Janaki (2005)	The Promise of the Metroplis: Bangalore's Twentieth Century. OUP.
8.	Remi de Bercegol (2017).	The Small Towns and Decentralisation in India: Urban Local Bodies in the Making. New Delhi: Springer
9.	Barbara Harriss-White (2016).	Middle India and the Urban-Rural Development. New Delhi: Springer.
10.	Jonathan Shapiro Anjaria, Colin McFarlane (2016)	Urban Navigations: Politics, Space and the City in South Asia. Routledge
11.	Eric Denis and Marie-Helene Zerah (Ed) 2017	Subaltern Urbanisation in India. Part IV. Producing and Innovating in Non-Metropolitan Contexts. Pp. 473-614.
12	DeyIshita et al (2013)	Beyond Kolkata – Rajarhat .OUP.
13.	Sanjay Srivastava (2015).	Entangled Urbanism. OUP.
14.	Dasgupta Rana (2017)	Capital: A Portrait of Twenty-First Century Delhi
15.	Thomas Bobbio (2015).	Urbanisation, Citizenship and Conflict in India Ahmedabad 1900-2000. Routledge
16	Ghajala Jamil (2017)	Accumulation by Segregation: Muslim Localities in Delhi. OUP.
17.	Swapna Banerjee Guha (2010)	Accumulation by Dispossession: Transformative Cities in the New Global Order
18.	Michael Levien (2018)	Dispossession without Development: Land Grabs in Neo-Liberal India

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

University of Hyderabad
Department of Sociology

Rural Society and Agrarian Change
(Course No: SL536)

M.A IV Semester

Elective

Instructor: Prof N Purendra Prasad

Email: purendra.prasad@gmail.com

This interdisciplinary course introduces the students to rural India today, which is quite complex and rapidly changing. Central focus of the course will be to engage with the recent debates/arguments on agrarian question emphasizing both questions of capital and labour. It also discusses the role of state and its significance for different classes and castes in terms of speculative land market, lucrative political positions, machinery-leasing, reproduction of labour from unit of village to the city spaces. The course will combine the perspectives and methods of political economy, historical sociology and social anthropology.

Course Learning Outcomes: After completion of this course, the students will be able to

1. Discuss the debates on peasantry as a class and peasant differentiation in the contemporary rural Indian context.
2. Explain how to grasp the internal logic of political economy perspective and how it applies to real social processes and to history.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of agrarian studies.
4. Analyze how to synthesize, apply and critique the role of state and market forces in agrarian economy and society in their written assignments and tests.
5. Assess how agrarian studies debates provided a critical framework for various scholars working in different fields.

Course Description:

Unit 1: Peasant Studies and Sociology of Agriculture: Approaches, theories and methods

Shanin T (1987). Peasants and Peasant Societies. pp.1-11; 176-184; 331-337; 447-475.

Beteille A (1974). *Studies in Agrarian Social Structure*. OUP. Intro & chap I.

Chayanov A.V (1986). *The Theory of Peasant Economy*. Madison: University of Wisconsin Press. Chapter 1.

Bernstein Henry and TJ Byres (2001). From Peasant Studies to Agrarian Change. *Journal of Agrarian Change*.

Unit 2: State Interventions in Agriculture: Land Reforms

Joshi P.C. (1976). *Land Reforms in India*. Allied Publishers

Mearns Robin (1999). *Access to Land in Rural India*. Policy Research Working Paper 2123, The World Bank South Asia Region Rural Development Sector Unit, May.

D Bandyopadhyaya (2003). *Land Reforms and Agriculture – The West Bengal Experience*, *Economic and Political Weekly*, March 1, pp. 879-884.

Balagopal (2007). *Land Unrest in Andhra Pradesh, I (Ceiling Surpluses and Public Lands), II (Impact of Grants to Industries), III (Illegal Acquisition in Tribal Areas)*. *EPW*, September 22, September 29, October 6.

Unit 3: State Interventions in Agriculture: Green Revolution

Harriss White, Barbara and S Janakarajan (1997). From Green Revolution to Rural Industrial Revolution in South India. *Economic and Political Weekly*, 32(25):1469-1477.

Farmer B F (1986). Perspectives on the 'Green Revolution' in South Asia. *Modern Asian Studies*, 20, I, pp.175-199.

Frankel F (1971). *India's Green Revolution*, Bombay: OUP, pp.3-46, 191-215. Frederic Landy (2013). From Trickle Down to Leapfrog: How to go beyond the Green Revolution? *EPW*, June 15, Vol.XLVIII, No.24.

Unit 4: Commercialization of Indian Agriculture

Key Readings:

Krishna Bharadwaj (1985). A Note on Commercialization in Agriculture In K N Raj, Neeladri Bhaattacharya, Sumit Guha and Sakti Padhi (eds). 'Essays on the Commercialization of Indian Agriculture'. Delhi: OUP.

Amit Bhaduri. *Class Relations and Commercialization in Indian Agriculture: A Study in the Post-Independence Agrarian Reforms of Uttar Pradesh*. See K N Raj et al (1985).

K.N Raj (1985) Introduction. In K N Raj, Neeladri Bhaattacharya, Sumit Guha and Sakti Padhi (eds). 'Essays on the Commercialization of Indian Agriculture'. Delhi: OUP.

Unit 5: Agrarian Question: Mode of Production Debate in Agriculture.

Jairus Banaji (1977). Capitalist Domination and the Small Peasantry : Deccan Districts in the Later 19th century. *EPW*, August, 1375-1404.

Thorner A (1982). “Semi-Feudalism or Capitalism”, *EPW*, December, pp.1961-8, 1993-9, 2061-6.

Byres T J (1991). The Agrarian Question and Differing Forms of Capitalist Agrarian Transition: An Essay with reference to Asia, In Jan Breman and Sudipto Mouldo (ed). Rural Transformation in Asia. New Delhi: OUP.

Unit 6: Agrarian Question and Beyond: Neo-Liberal India

Utsa Patnaik (2011) (ed). The Agrarian Question in Marx and his Successors. Vol. I, Left Word, pp. 9-50.

Jens Lerche (2013). The Agrarian Question in Neoliberal India: Agrarian Transition Bypassed?. *Journal of Agrarian Change*, Vol.13, No.3, July.

Jairus Banaji, Lesaden and Boston Brill (2010). Theory as History: Essays on Mode of Production and Exploitation. Read Chap 1 and Summary.

Unit 7: Agrarian Relations – Class and Caste.

Barbara Harris White (2004). India Working – Essays on Society and economy. CUP. (See the workforce and its social structures; the local state and the informal economy; caste and corporatist capitalism).

Carol Upadhyaya (1997). Social and Cultural Strategies of Class in Coastal Andhra Pradesh. *Contributions to Indian Sociology* (n.s), 31, 2, pp. 169-193.

Dalel Benbabaali (2018). Caste Dominance and Territory in South India: Understanding Kammas Socio-Spatial Mobility. *Modern Asian Studies*, page I of 39.

Unit 8: Agrarian Relations – Gender Issues.

Agarwal Bina (2001). Disinherited Peasants, Disadvantaged Workers – A Gender Perspective on Land and Livelihood, In Alice Thorner (ed). Land, Labour and Rights. New Delhi: Tulika.

Agarwal Bina (1994). A Field of One’s Own: Gender and Land Rights in South Asia. Cambridge: Cambridge University Press.

Praveena Kodoth (2004). Gender, Property Rights and Responsibility for Farming in Kerala. *EPW*, May 8, pp. 1911-1920.

Unit 9: Agrarian Movements in India (Old Social Movements)

Readings:

Dhanagare D.N (1983). Peasant Movements in India, 1925-1950. OUP, I & II chap.

Guha Ranajit (1984). The Prose of Counter Insurgency In Subaltern Studies: Writings on South Asian History and Society. Oxford University Press.

David Hardiman (1992). Peasant Resistance in India, 1858-1914. OUP.

Unit 10: New Farmers Movements in India

Brass T (1994). Introduction: New Farmers' Movements in India. *Journal of Peasant Studies*, 21 (3,4). Special issue. pp. 3-25.

Omvedt Gail (1994). 'We Want the Return for our Sweat': The New Peasant Movement in India and the Formation of a National Agricultural Policy. *JPS*, pp.126-164.

Lindberg Staffan (1994). New Farmers Movements in India as Structural Response and Collective Identity Formation: The Cases of the Shetkari Sanghatana and the BKU. *JPS*, pp.95-125.

Hasan Zoya (1994). Shifting Ground: Hindutva Politics and the Farmers Movement in Uttar Pradesh. *JPS*, pp.165-194.

Assadi Muzaffar (1994). 'Khadi Curtain', 'Weak Capitalism' and 'Operation Ryot': Some Ambiguities in Farmers' Discourse, Karnataka and Maharashtra. *JPS*, 212-227.

Unit 11: Globalisation – Agrarian Distress and Farmers' Suicides; Footloose and Migrant Labour;

Breman, J 1996. *Footloose Labour: Working in India's Informal Economy*. Cambridge: Cambridge University Press.

A.R Vasavi (2012). *Shadow Space – Suicides and the Predicament of Rural India*. New Delhi: Three Essays Collective.

Unit 12: Globalisation – Land Question in India

D'Costa Anthony and Achin Chakraborty (2017). *The Land Question in India*. Oxford University Press.

Levient Michael (2018). *Dispossession without Development – Land Grabs in Neoliberal India*. Oxford University Press.

Michael Levien (2015). From Primitive Accumulation to Regimes of Dispossession: Six Theses on India's Land Question. *EPW*, May 30, Vol.1, No. 22.

Unit 13: Concepts of Rurality, Rurban, Rural Urban Dualism under forces of Globalisation –

McGee Terry (1991). *The Emergence of Desakota Regions in Asia: Expanding a Hypothesis, Settlement Transition in Asia*. Honolulu: University of Hawaii Press, pp.3-25.

IDFC Rural Development Network (2013). *India Rural Development Report 2012-13*. Hyderabad: Orient Blackswan.

Dipankar Gupta (2015). The Importance of being 'Rurban' – Tracking Changes in a Traditional Setting. *EPW*, Vol.50, No.24, 13 June.

Kundu Amitabh (2017). Rurbanisation: An Alternate Development Paradigm. In Patel Sujata and Omita Goyal (eds) (2017). *The Contemporary Urban Conundrum*. New Delhi: India International Centre. pp. 17-27.

Assessment:

Continuous internal assessment includes two written tests and one group project i.e. a list of books given below. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.

Second Internal Assessment : Book Project

Theme	Specific Topic
Village Studies	<ol style="list-style-type: none"> 1. Economic Development and Social Change in India by Scarlet Epstein. 2. Caste, Class and Power by Andre Beteille 3. Changing Structure of a Village in Tamilnadu by Joan P Mencher
Land Reforms	<ol style="list-style-type: none"> 1. Land Reforms in Kerala 2. Land Reforms in West Bengal
Agrarian Movements	<ol style="list-style-type: none"> 1. Prose of Counter Insurgency & other essays by Ranajit Guha 2. Peasant Resistance by David Hardiman 3. Populism and Power: Farmers movements in western India 1980-2014 by Dhanagare
Globalization	<ol style="list-style-type: none"> 1. Regimes of Dispossession: SEZs and the Political Economy of Land in India by Michael Levien (PhD thesis) 2. Shadow Space – Suicides and the Predicament of Rural India by A R Vasavi

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

Department of Sociology

SCIENCE, CULTURE AND SOCIETY

(Course No SL 537)

M.A.: Sociology (Optional)

Credits: 4

Course Instructor: C. Raghava Reddy

The objective of the course is to enable students to understand science as a socio-cultural product in a specific historical context. The course exposes the students to philosophical, historical and sociological perspectives to look at science as a practice deeply embedded in culture and society. It emphasizes the dynamic nature of the relations between wider cultural practices on one hand and scientific practices on the other. The attempt is to equip the student with a theoretical understanding indispensable for an in-depth study of science-society dynamics.

Course learning outcome: After completing this course, the students will be able to

9. Explain the philosophical, historical and sociological perspectives on science
10. Describe the ensemble of science as a social, cultural, political and economic forces
11. Explain the dynamics between wider society and scientific practices
12. Critically understand the loci, contexts and implications of contemporary science research

Detailed syllabus:

I. Science as Culture: Issues and Perspectives

A. Social Context of Production of Scientific Knowledge

- i. Demarcation, Autonomy and Cognitive Authority of Science – Received view
- ii. Challenges to the Received View

Reading list:

A.F. Chalmers. *What is this thing called Science?*, Milton Keynes: The Open University Press, 1976.

Bloor, D. *Knowledge and Social Imagery*, Chicago: The University of Chicago Press, 1976.

Collins, H. M. "The TEA Set: Tacit Knowledge and Scientific Networks", in, M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 95-119.

Daston, L "Objectivity and the Escape from Perspective", in, M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 110-123.

Latour, B. "Give me a Laboratory and I will Raise the World", in, M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 258-275.

Knorr-Cetina. K. *The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science*, Oxford: Pergamon Press 1981.

Pickering, A. "The Mangle of Practice: Agency and Emergence in the Sociology of Science", in, M. Naigioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 372-393.

Rabinow, P. "Artificiality and Enlightenment: From Sociobiology to Biosociality", in M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 407-416.

Haraway, D. "Situated Knowledge: The Science Question in Feminism and the Privilege of Partial Perspective", in M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 172-186.

B. Organization of Production of Scientific Knowledge and Professionalization of Science

Reading List:

Merton, R. *The Sociology of Science, Collected works of Robert Merton* with an editorial introduction by Norman Storer, Chicago Univ. Press 1973

Kuhn, Thomas. *The Structure of Scientific Revolutions*, Chicago: Chicago Univ. Press 1970 (second edition).

Michael Mulkay 'Sociology of Science in the West' *Current Sociology* Ben-David, J. *Scientist's Role in Society* 1980

II. Society and Culture: Resources and Legitimation of Knowledge

Reading List:

Barnes, B. *Scientific Knowledge and Sociological Theory*, Boston: Routledge and Kegan Paul, 1974.

Knorr-Cetina Karin and Michael Mulkay (eds.) *Science Observed: perspectives on the social study of science*, Beverly Hills: Sage 1983.

Barnes, B., *Interests and the Growth of Knowledge*, Boston: Routledge and Kegan Paul, 1977.

Lloyd. G. E. R. "Science in Antiquity: The Greek and Chinese Cases and Their Relevance to the Problems of Culture and Cognition", in, M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 302-316.

Bourdieu, P. "The Specificity of the Scientific Field and the Social Conditions of the Progress of Reason", in, M. Biagioli (ed.), *The Science Studies Reader*, New York: Routledge, 1999, pp. 31-50.

Shapin, S. *Discipline and Bounding: The history and Sociology of Science as Seen Through the Externalism – Internalism Debate*, *Osiris*, 10. 1995

Hoyningen-Huene, P. "The Inter-relations between Philosophy, History and Sociology of Science in Thomas Kuhn's theory of Scientific Development" *British Journal for the Philosophy of Science*, vol.43. pp. 487-501, 1992

III Science in Colonial / Post-Colonial India

- i. Science in Colonial India
- ii Reception of Modern Science in India

Reading List:

Basalla, G. 'The Spread of Western Science', *Science*, vol. 156, May 5, 1967

Raina, D. "From West to Non-West?: Basalla's Three-Stage Model Revisited", *Science as Culture*, (1999), 8, 497-516.

Raina, D. "Reconfiguring the Centre: The Structure of Scientific Exchanges between Colonial India and Europe", *Minerva* (1996), 34, 161-176.

IV Science: From Public Resources to Intellectual Properties

V Science and Modernity: Risk society

VI Post Academic Science

VII Scientization of the social

Assessment

Continuous internal assessment includes a term paper and two written tests followed by the end-semester written examination

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	3	2	1	3	3	2	1	3
CLO2	3	3	3	2	2	1	2	3	3	1	1
CLO3	2	3	3	3	3	1	3	3	3	3	3
CLO4	2	3	3	3	3	2	2	3	3	3	3

University of Hyderabad
Department of Sociology

Technology, Culture and Society
[Course No. SL 583]

M.A.: Sociology (Optional)

Credits: 4

Course Instructor: C. Raghava Reddy

This course helps the students to understand the ‘social’ of technology by introducing them the theoretical perspectives on technology-society interface and science-technology-society interface. The students are encouraged learn through discussions and deliberations in the class room on technological determinism and social shaping of technology. The course also deals with the issues related to political economy of technology, namely, intellectual property rights, innovations, etc.

Course learning outcome: Students enrolled into this course are encouraged to present a seminar on the topic of their choice related to the course. After completing this course, the students will be able to

13. Explain the social embeddedness of technology.
14. Describe the different perspectives on technology – society relationship and science-technology relationship.
15. Explain the methodological approaches to critically examine the social embeddedness of technology.
16. Apply the knowledge gained in the course to understand technological developments taking place in the contemporary society and explain in a sociological way.

Broad topics

- I. Perspectives on the relationship between science and technology: ‘Technology as knowledge’
- II. Perspectives on the relationship between science, technology and society: Technological determinism
- III. Social shaping of technology
- IV. Social construction of technology
- V. Sociological analysis of technological advances: biotechnology, information and communication technology, nanotechnology, etc.

- VI. Technology and structural considerations
- VII. Technological innovations in India
- VIII. Intellectual Property Rights (IPRs)
- IX. Civil society engagement with technology

Readings

Agassi, Joseph. 1985 *Technology: Philosophical and Social Aspects*, Dordrecht: D. Reidel.

Alvares, Claude. 1979. *Homo Faber—Technology and Culture in India, China and the West from 1500 -1972*, Delhi: Allied.

Barnes, Barry and Edge, David. (eds.) 1982. *Science in Context: Readings in the Sociology of Science*, Milton Keynes, The Open Univ. Press.

Basalla, George. 1988. *The Evolution of Technology*, New York: Cambridge University Press.

Brooks, S. (2005) 'Biotechnology and the Politics of Truth: From the Green Revolution to an Evergreen Revolution', *Sociologia Ruralis*, 45 (4), pp. 360 -379.

Chalmers, A.F. 1982. *What is this thing called Science?*, Cambridge: Hackett Publishing Company Inc.

Collins, Harry and Trevor Pinch. 2002. *The Golem at Large: what you should know about technology*. Cambridge: Cambridge University Press

DiMaggio, Paul. Eszter, Hargittai. W. Russell Neuman and John P. Robinson. 2001. 'Social Implications of the Internet', *Annual Review of Sociology*, Vol. 2, pp. 307-336.

Feenberg, Andrew. 2001. 'Democratizing Technology: Interests, Codes, Rights', *The Journal of Ethics*, Vol. 5, No. 2, pp. 177-195.

Gambardella, Alfonso. and Bronwyn H. Hall. 2006. 'Proprietary versus public domain licensing of software and research products', *Research Policy* 35, pp. 875–892

Haraway, Jeanne Donna.1991. *Simians, cyborgs, and women: the reinvention of nature*, New York: Routledge.

Juhar, Ameen. and Swati Narnaulia. 2010. 'Patenting Life the American, European and Indian Way', *Journal of Intellectual Property Rights*, Vol. 15, pp.55-65.

Kevles, J. Daniel. 2001. *Patenting Life: A Historical Overview of Law, Interests, and Ethics*, Prepared for the Legal Theory Workshop, Yale Law School

Kleinman, Daniel Lee. Abby, J. Kinchy and Jo Handelsman (ed.). 2005. *Controversies in Science and Technology: From Maize to Menopause*, Wisconsin: The University of Wisconsin Press

Kleinman, D.L. and H. K. Klein. 2002. 'The Social Construction of Technology: Structural Considerations', *Science, Technology, & Human Values*, 27 (1), pp. 28-52.

- Kloppenber, J.R. Jr. 1988 *First the Seed: the Political Economy of Plant Biotechnology*, London: Macmillan Press.
- Layton, T. Edwin. (1974). 'Technology as Knowledge', *Technology and Culture*, Vol. 15, No. 1, pp. 31-41.
- Lyon, David. 1988 *Information Society: Issues and Illusions*. Cambridge: Polity Press.
- Mackay, Hughie. and Gareth Gillespie. 1992. 'Extending the Social Shaping of Technology Approach: Ideology and Appropriation', *Social Studies of Science*, Vol. 22, No. 4. pp. 685-716.
- MacKenzie, Donald. 1998. 'Marx and the machine' (chapter 2), *Knowing machines: Essays on technical change*, London: the MIT Press, pp 23 - 47
- MacKenzie, Donald. and Wajcman, Judy. (eds.) 1999 *The Social Shaping of Technology*, Buckingham: Open University Press (2nd revised edition).
- Mark, B Brown. 2001. 'The Civic Shaping of Technology: California's Electric Vehicle Program', *Science, Technology, & Human Values*, Vol. 26, No. 1, pp. 56-81
- McGinn, R. 1991. *Science, Technology and Society*, Prentice Hall, Englewood Cliffs, N.J.
- Mitcham, Carl. 1978 'Types of technology', in P. Durbin (ed.) *Research in Philosophy and Technology*, Vol 1. Greenwich: Jai Press, pp.229-283.
- Pinch, T. and W. Bijker. 1987. 'The Social Construction of Facts and Artifacts: Or How the Sociology of Science and the Sociology of Technology might benefit Each other'. In W. Bijker, T. Pinch and T. Huges (eds.): *The Sociological Construction of Technological Systems: New Directions in the Sociology and History of Technology* (P 17-50). Cambridge, Mass: MIT press
- Ravishankar A, Sunil Archak, 2000, 'Intellectual Property Rights and Agricultural Technology: Interplay and Implications for India', *Economic and Political Weekly*, July 1. pp. 2446-52.
- Saith, A. and M. Vijayabaskar. 2008. 'Introduction: ICTs and Indian Social Change -- An Agenda of Concerns'. In A. Saith, M. Vijayabaskar and V. Gayathri (eds.): *ICTs and Indian Social Change* (p 13-33). New Delhi: Sage Publications.
- Sassen, Saskia. 2002. 'Towards a Sociology of Information Technology', *Current Sociology*, Vol. 50(3): 365–388
- Sismondo Sergio. 2010. *An Introduction to Science and Technology Studies* (2nd Edition). West Sussex: Blackwell Publishing Ltd
- Sein, K. Maung and G. Harindranath. 2004. 'Conceptualizing the ICT Artifact: Toward Understanding the Role of ICT in National Development', *The Information Society: An International Journal*, 20:1, pp. 15-24

Shah, Esha. 2011. 'Science' in the Risk Politics of Bt Brinjal, *Economic and Political Weekly*, July 30, Vol. xlvi no 31, pp. 31- 38.

Shiva, V. 1991. *The Violence of the Green Revolution*. London: Zed Books

Simpson, I. H. 1999. 'Historical Patterns of Work Place Organization: From Mechanical to Electronic control and Beyond', *Current Sociology*, 47(2):47-75

Wajeman, Judy. 2002. 'Addressing Technological Change: The Challenge to Social Theory', *Current Sociology*, 50 (3), pp..347-363

Williams, Robin. and David Edge. 1996. 'The social shaping of technology', *Research Policy*, 25, pp. 865-899.

Winner, Langdon. 1980. 'Do Artifacts Have Politics?', *Daedalus*, Vol. 109, No. 1, 121-36

Yapa, Lakshman. 1993. 'What are Improved Seeds? An Epistemology of the Green Revolution', *Economic Geography*, Vol. 69, No. 3, pp. 254-273.

Assessment

Continuous internal assessment includes a term paper and two written tests followed by the end-semester written examination

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	3	2	1	3	3	3	1	2
CLO2	3	3	3	2	2	1	2	3	3	2	2
CLO3	2	3	3	3	3	3	3	3	3	3	3
CLO4	2	3	3	3	3	2	2	3	3	3	3

UNIVERSITY OF HYDERABAD
Department of Sociology

Sociology of Health, Sickness and Healing
(Course No.: SL580)

M.A IV Semester

Elective

Instructor: Dr. Asima Jena

Email: ashimajena@gmail.com

This course aims at providing various perspectives in understanding the relation between medicine, state and society. It critically examines some of the basic premises of medical knowledge production and its location within the socio-political and economic structure of a society. Simultaneously, it discusses the way body was conceptualized in social theory and focuses the debate on labour, disability and sexuality. The course will be dealt in two sections. The first section gives an introduction to some of the main assumptions and theoretical perspectives in the sociological study of health while the second section deals with the substantive health research themes relevant to the Indian context.

Course Learning Outcome: After completion of this course, the students will be able to:

1. Discuss the modes of medical knowledge production historically and link with modes of production debate as well as socio-political and economic structure of a society.
2. Explain how to grasp the internal logic of theories of Descartes, doctrine of etiology, Engels, Parsons, feminism, Illich and Foucault and how those theories apply to real social processes and to history.
3. Demonstrate the ability to discuss and engage in scholarly conversation in the area of sociology of health especially the question of sociological legitimacy.
4. Analyze critically how to relate diverse perspectives of sociology of health and body to the present day social context.
5. Assess how different theories of health can be used to understand contemporary health and labour issues that afflicted India.

Detailed Syllabus:

Basic concepts and approaches in sociology of health.

Required Readings:

- Annandale Allen (2001). *The Sociology of Health and Medicine- A Critical Introduction*. Polity Press. pp.3-32.
- Blaxter, Mildred. (2010). *Health*. Cambridge: Polity Press. pp4-27.
- Kevin, White (2002). *An Introduction to the Sociology of Health and Illness*. Sage Pub. Pp 1-13, 32-45.
- Das, Veena (2015). *Affliction: Health, Disease and Poverty*. Hyderabad: Orient Blackswan, Pp1-25
- Engels, Frederick. The condition of working class in England. In by Michael Purdy and David Banks (Edited). *The sociology and politics of health: A reader*. Routledge. London. 2001. pp-8-13

Additional Readings:

- Prasad, Purendra (2018). "Health Inequalities in India: The Larger Dimension". In Purendra, P. and Amar J. (ed.) *Equity and Access: Health care Studies in India*. Delhi: OUP.
- Borooah, Vani K, Sabharwal, NidhiSadhana and Thorat, Sukhdeo, (2012). *Gender and Caste based Inequality in Health Outcomes in India*. Working Paper. Indian Institute of Dalit Studies. Delhi.

Biomedicine: Philosophical Roots and Historical Understanding. How Biomedicine Constructs its objects? Social Model of Health

Required Readings:

- Good, Byron (1994). *Medicine, Rationality and Experience*. Cambridge: Cambridge University Press. (chap1 & 3).
- Turner, Bryan (1987). *Medical Power and Social Knowledge*. London : Sage. pp.1-17.
- Jewson, N.D. (1976). "The Disappearance of the Sick Person from Medical Cosmology 1770-1870" ,*Sociology*. Vol.10 (pp225-244)

Additional Reading:

- Mol, Annemarie (2002). *Body Multiple: The ontology in Medical Practice*. Duke University Press: Duke

Disease, Illness, and Sickness: Bio-medical and Social Science Perspectives; Sickness Articulations - Symptoms, Language of Pain and Metaphors.

Required Readings:

- Elaine, Scarry (1985). *The Body in Pain: The Making and Unmaking of the World*. OUP
- Sontag, Susan (1990). *Illness, and its Metaphors*. London: Penguin. Pp.1-86.
- Young Allan (1982). Anthropologies of Illness and Sickness. *Annual Review of Anthropology*, 11, pp. 257-285.

Frank, Arthur (1997). The cost of Appearance. In Gail, E. H. et al (ed.). *The Social Medicine Reader*. Duke University Press

Body and Society - The concept of Embodiment and Body Politics; the invention and reinvention of Bodies; Bodies Perceived and Depicted; the Gendered Body.

Required Readings:

Butler, Judith (1993). *Bodies that matter: on the discursive limits of sex*. Routledge. New York.

Hughes, Nancy Scheper and Lock, Margaret (1987). The Mindful Body. *Medical Anthropology Quarterly* (N.S) 1, 1, March (pp. 6-41).

Mauss, Marcel (1973). Techniques of the Body. *Economy and Society*, 2,1, pp. 70-88.

Douglas, Mary (1996). *Natural Symbol: Explorations in Cosmology*. London: Routledge. Chapter 5

Thapan, Meenakshi (ed) (1997). *Embodiment - Essays on Gender and Identity*. New Delhi: OUP. (Introduction & chap.1).

Turner, Bryan (2008). *Body and Society*. Sage (Third Edition), Chapter 2 and 8.

Grosz, Elizabeth (1994). *Volatile Bodies: Towards a Corporeal Feminism*. Indiana University Press. Preface and Introduction

Emily Martin. 2001. *The woman in the body: A cultural analysis of reproduction*. Beacon Press. Boston.

Additional Readings:

Fausto-Sterling, Anne (2000): *Sexing the body*. New York: Basic Books. Chapter-1, 4.

Haraway, Donna J. (1990). *Simians, Cyborgs and Women: The reinvention of Nature*. Routledge. New York

Section II

I. Health Systems :Ayurvedic and English Medicine in pre-Independent India; Health Services in Post-Independent India; Public Health Institutions, Private Practitioners and Indigenous Healers: A Critical Perspective. Political Economy of Health.

Required Readings

Arnold, David (1990). *Colonizing the Body - State Medicine and Epidemic Disease in Nineteenth Century India*. Delhi: OUP.

Qadeer, Imrana (1985). Health Service Systems in India: An Expression of Socio- Economic Inequalities. *Social Action*, July.

Abraham, Leena (2005). Indian System of Medicine and Public Health Care System in India. In GangoliLeena V et al. (2005). *Review of Health Care in India*. CEHAT.

Banerjee, Madhulika (2000) Wither Indigenous medicine. *Seminar*. 489.

Rhode and Viswanathan (1994). *The Rural Private Practitioners*. New Delhi: OUP.

Jeffrey, Roger (1998). Towards a Political Economy of Health Care : Comparison of India / Pakistan. In Gupta Monica Das, Lincoln C Chen and T N Krishnan (ed). *Health, Poverty & Development in India*. Delhi: Oxford University Press.

Zysk Kenneth (1998). *Asceticism and Healing in Ancient India -- Medicine in the Buddhist Monastery*. Delhi: MotilalBanarsidas Publishers. Pp.1-49.

Baru, Rama (2000). *Privatisation and Corporatisation*. *Seminar*. Issue no.489.

Pinto, Sara (2006). More than a dai. *Seminar (Issue no 558)*.

Anandhi, S. (1998). Reproductive Bodies and Regulated Sexuality: Birth Control Debates in Early twentieth century Tamilnadu. In Mary E John and Janaki Nair (ed.). *A Question of Silence? The Sexual Economies of Modern India*. New Delhi: Zubban.

II. Health Policy Framework - Specific Disease Programmes (Malaria, TB, Leprosy, AIDS, and Epidemics).

Required Readings:

Nichter, M and Nichter M (2000). *Anthropology and International Health: Asian Case Studies*. Amsterdam : Gordon and Breach. pp. 367-391.

Gangoli, Leena V et al. (2005). *Review of Health Care in India*. CEHAT.

III. Medicines in Third World Context: Drug Policies, Patents, Drug Prescriptions, Self-Medications and Clinical Trials.

Required Readings:

Bidwai, Praful (1995). One Step Forward, Many Steps Back - Dismemberment of India's National Drug Policy. *Development Dialogue*, 1, pp. 193-222.

Kaushik Sunder Rajan (2007). Experimental Values -- Indian Clinical Trials and Surplus Health. *New Left Review*, 45: 67-88.

Lakshman M and Mark Nichter (2000). Contamination of Medicine, Injection, Paraphernalia used by Registered Medical practitioners in south India. *Social Science and Medicine*, Vol. 51, pp. 11-28. Also see Nichter M and Nichter M (ed). Pp. 203-37. Phadke, Anant (1998). *Drug Supply and Use - Towards a Rational policy in India*. Delhi: Sage.

IV. Women's Health /Reproductive and Sexual Health / Mental Health / Disability.

Required Readings:

Doyal Lesley (1995). *What Makes Women Sick: Gender and the Political Economy of Health*. London: McMillan.

BhargaviDavar (1999). *Mental Health of Indian Women : A Feminist Agenda*. Sage.

Ghosh, Nandini (ed) (2017). *Interrogating Disability in India: Theory and Practice*. Springer.

Quadeer,Imrana (1988). Reproductive Health: A Public Health perspective. *EPW*, Vol.33, No.41, pp.2675-84.

Shatrugna, Veena et al. (2008). "Backpain, The Feminine Affliction." In Mary E. J. (ed.). *Women's Studies in India: A Reader*. New Delhi: Penguin.pp-365-371.

DMSC. (2008). Sex Workers' Manifesto: Durbar Mahila Samanwaya Committee. In Mary E. J. (ed.). *Women's Studies in India: A Reader*. New Delhi: Penguin.pp-552-560.

Hollen, Cecilia Van (2013). *Birth in the Age of AIDS: Women, Reproduction and HIV/AIDS in India*. Stanford University Press.

Menon, Nivedita (2012). *Seeing like a feminist*. Zubban: Delhi

Assessment:

- Continuous internal assessment includes two written tests and one group project i.e. reading the critical/contemporary approaches to the study of sociology of health (a list of books given at the end of the course) or interpretation of movie (regional and Hindi) by linking with the approaches. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.
- **Second Internal Assessment : Book Project - Reading of Books**

S. No.	Author	Title of the Book
1.	Anita Ghai	Disability in South Asia
2.	Cecilia Van Hollen	Birth on the Threshold
3.	Sarah Pinto	Daughters of Parvati: Women and Madness in Contemporary India
4.	Sarah Hodges	Contraception, Colonialism and Commerce: Birth Control in South India, 1920-1940
5.	Mohan Rao	Unheard Screams
6.	Kumkum Sangari	Solid Liquid: A Transnational Reproductive Formation
7.	Michel Foucault	The Birth of the Clinic
8	Michel Foucault	Madness and Civilization
9	Erving Goffman	Stigma: Notes on the Management of the Spoiled Identity
10	Mohan Rao	Public Health and Private Wealth

	and Sarah Hodges	
11	Nikolas Rose	The Politics of Life Itself
12	Anand Zachariah, R Srivatsan and Susie Tharu	Towards a Critical Medical Practice: Reflections on the Dilemmas of Medical Culture
13	Rani Bang	Putting Women First

Or Second Internal Assessment: Movie Discussion - Interpretation

S. No.	Name of the Movie
14.	Union Leader
15.	Munna Bhai MBBS
16.	Gujjarish
17.	Aruvi (Tamil)
18.	Najma
19.	Chapak
20.	Dushman
21.	Margarita With a Straw
22.	Parched
23.	Bawander
24.	Silver Lining Playbook (English)
25.	Gupt
26.	Doctor (Bengali)
27.	Philadelphia
28.	Achhut Kanya
29.	Paa
30.	Kaanpuria
31.	Vicky Donor

- Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	2	2	1	2	3	3	3	2
CLO2	3	3	3	3	2	1	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	2	2	3	3	2	2

**Department of Sociology
University of Hyderabad**

Course Title: **SOCIOLOGY OF BUSINESS, INDUSTRY AND LABOUR**

Course No: SL 538

Instructor: Dr. V. Janardhan

Introduction

This course attempts to provide a comprehensive understanding of business (capital), industry and labour in contemporary society. Some of the concerns of this course traditionally have been dealt with by a sub-discipline called Industrial Sociology, a legitimate area of social inquiry within sociology having its particular theoretical corpus, terminology and empirical research practices and generated knowledge. Though it has had a modest presence thus far in Indian sociological academia, this sub-discipline has been the *forte* in many sociology/social science Departments in Euro-American academic settings. In India, the present teacher has been one in a miniscule minority practicing this sub-discipline within sociology. Precisely therefore, the proposed course is meant to promote academic study of this rather important aspect of societal life. Particularly since India has currently become an industrial society in rather 'post'-industrial times, displaying symptoms and features of both.

The present course is an attempt to reach out and engage in a multidisciplinary or cross-disciplinary inquiry to understand and depict the inter-related phenomena of capital, industry and labour in industrial and post-industrial societies in general. Thus, industry is but capital and labour invested for a purpose, the purpose of business. Business, industry and labour are all about people in society producing goods and services, organized into social relations of production ("People producing in society, therefore social production"-Marx). Indeed, at an abstract, formal and macro-level, several sociological perspectives can be applied or invoked to understand this reproduction of social existence; for instance labour process theory (LPT). More formal levels of theorizing can be taken up at advanced levels of study. However, in this course itself towards the end, in an 'inductive' manner, a formal theorizing of 'contemporary capitalism' has occasion and scope.

Course Learning Outcome

After undergoing this course, a student will be able to:

1. Demonstrate how business, industry and labour are important to be studied by sociology, and how the course is 'sociological'.
2. Explain the linkages between business, industry, labour and the state, particularly in terms of the impacts they have on one another.
3. Discuss how business is subject to 'regulation' and the impact of the same on society.
4. Analyze business policy and strategy on issues such as employment, social security, etc., which are vital for social well-being.
5. Assess theoretically the nature of contemporary capitalism.

Design of the Course

'Capital' here is used in the economic and organizational sense along with of course, the understanding as a social relation. 'Business' here is capital organized in, and as, incorporated

economic ventures with the concomitant organizations, structures, strategies and agents (managements) to run them. 'Industry' is the institutionalized activity in which businesses invest capital and run them in the logic of capital. It includes, among others, a factory, a hotel, a hospital, IT and ITES (service industry). 'Labour' is the workforce that contracts to work for capital.

This course accordingly is structured in four parts. Part One is about capital/business, Part Two deals with industry and Part Three is about management and labour. Part four would be a total consideration in which the state would also figure. It is obvious and inevitable that disciplines are criss- crossed, concepts and theories liberally borrowed, etc, but in the spirit of a multidisciplinary pursuit. Thus, the course is an ensemble of disciplines including economic sociology, political economy, political theory, management studies, and law. The core readings suggested, mostly are classics in their respective themes.

Part One: Business (Corporate Capital)

Preliminary: 'capital-in-general' and 'many capitals'; share capital; fictitious capital, etc.

Unit One: Corporate Capital: The joint stock company and its characteristics; Capital and the law; Theory of the Firm

Unit Two: The business organization and its forms; structure and strategy; restructuring

Unit Three: Global capital; Globalization of business, global structures and strategies

Unit Four: 'Varieties' of Capitalism

Unit Five: The 'Spirit' of Capitalism: from Max Weber to Luc Boltanski

Principal Reading

Boltanski, Luc and Eve Chiapello, 'The New Spirit of Capitalism', Verso, 2018 (select chapters)

Coase, R.H., 'The Nature of the Firm' in 'Economica',

Hancke, Bob (Ed), Debating Varieties of Capitalism: A Reader, Oxford University Press, 2009

Harvey, David, 'Seventeen Contradictions and the End of Capitalism', London, Profile Books, 2014 (select chapters)

Heilbroner, Robert, The Nature and Logic of Capitalism, New York & London, W.W. Norton & Co. 1985

Hilferding, Rudolf, Finance Capital, London, Routledge and Kegan Paul, 1981, (selections)

Marx, Karl, Capital, Vols. I and III, London, Penguin, 1990, (select chapters and sections)

Micklethwaith, John & Adrian Wooldridge, The Company: A Short History of A Revolutionary Idea, London, Phoenix, 2005

O'Connor, James, Accumulation Crisis, New York, Basil Blackwell, 1984 (select chapters)

Radice, Hugo, Global Capitalism: Selected Essays, Routledge, 2014

Rosdolsky, Roman, The Making of Marx's Capital, London, Pluto Press, 1967

Part Two: Industry

Unit Five: Periodizing industry including 4.0, systems of production

Unit Six: The 'labour process'

Unit Seven: The rise of service industry

Principal Reading

Amin, Ash, Post-Fordism: A Reader, Oxford, Blackwell, 2000

Braverman, Harry, Labour and Monopoly Capital: Degradation of Work in the Twentieth Century, New York, Monthly Review Press, 1974

Chowdhury, Subir, The Power of Six Sigma, Delhi, Pearson, 2001

Friedman, Andrew, Industry and Labour: Class Struggle at Work and Monopoly Capitalism, London, Macmillan, 1977

Fujimoto, Takahiro, The Evolution of Production System at Toyota, Oxford University Press, 1999

Kochan, Thomas, Russell Lansbury and John Paul Macduffie, After Lean Production: Evolving Employment Practices in the World Auto Industry, Cornell University Press, 1997

Littler, Craig, Labour Process in Capitalist Societies, London, Heinemann, 1982

Piore, Michael and Charles Sabel, The Second Industrial Divide: Possibilities for Prosperity, Basic Books, 1984

Womack, James, Daniel Jones and Daniel Roos, The Machine That Changed The World: The Story of Lean Production, New York, HarperCollins, 1991

Part Three: Management and Labour

Unit Eight: Managing the Business Organization

Unit Nine: Labour and The (individual) contract of employment

Unit Ten: Union challenge to management control: from collective bargaining to participatory management to workers' control

Unit Eleven: HRM, Strategic management of labour

Principal Reading

Banaji, Jairus and Rohini Hensman, Beyond Multinationalism: Management Policy and Bargaining Relationship in International Companies, New Delhi, Sage, 1990

Bendix, Reinhard, Work and Authority in Industry: Managerial Ideologies in the Course of Industrialization, Routledge, 2001

Bluestone, Barry and Irving Bluestone, Negotiating the Future: A Labour Perspective on American Business, New York, Basic Books, 1992

Burnham, James, The Managerial Revolution, Penguin, 1942

Chamberlain, N.W., Union Challenge to Management Control, New York, 1967

Chandler, Alfred, The Visible Hand: The Managerial Revolution in American Business, Harvard University Press, 1977

Chandler, Alfred, Strategy and Structure: Chapters in the History of the Industrial Enterprise, MIT Press, 1962

Dunn, Bill, Global Restructuring and the Power of Labour, Palgrave Macmillan, 2004

Hensman, Rohini, Workers, Unions and Global Capitalism: Lessons from India, New Delhi, Tulika, 2011

Ramaswamy, E.A., Managing Human Resources: A Contemporary Text, Delhi, Oxford University Press, 2000

Ramaswamy, E.A., Rayon Spinners: The Strategic Management of Industrial Relations, Delhi, Oxford University Press, 1994

Yates, Michael, Why Unions Matter, New York, Monthly Review Press, 2009

Part Four: The System as a Whole

This is the finale in which business, industry and labour would be considered as a whole, and considered in the abstract making for theoretical consideration. The theoretical discussion on the state in capitalist societies will be conducted here.

Unit Twelve: Regulating Capitalism

Unit Thirteen: The Social Structure of Capitalist Accumulation

Unit Fourteen: Theorizing Contemporary Capitalism

Principal Readings

Aglietta, Michel, A Theory of Capitalist Regulation, London and New York, Verso, 1999

Clarke, Simon, The State Debate, CSE Books
 Dunn, Bill, Global Political Economy: A Marxist Critique, London, Pluto Press, 2009
 Kotz, David et al (Eds), Social Structure of Accumulation: The Political Economy of Growth and Crisis, Cambridge University Press, 1994
 Mandel, Ernest, Late Capitalism, London, Verso, 1972
 Mandel, Ernest, Long Waves in Capitalist Development: A Marxist Interpretation, London, Verso, 1995
 Pendakis, Andrew, Jeff Diamanti, Nicholas Brown, Josh Robinson, and Imre Szeman (Eds), Contemporary Marxist Theory: A Reader, Bloomsbury India, 2016 (select chapters)

Mapping of Course Learning Outcomes (CLO) with Program Learning Outcomes (PLO)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	
CLO1	3	3	2	3	3	3	3	3	2	2	3	
CLO2	3	2	3	3	3	3	3	2	2	2	3	
CLO3	3	2	3	3	3	3	3	2	2	2	3	
CLO4	3	3	3	3	3	3	2	2	2	2	3	
CLO5	3	2	2	2	2	2	3	2	2	2	3	

**Department of Sociology
University of Hyderabad
ETHICS AND SOCIETY**

**Instructor: Dr. V. Janardhan
Course No. SL 539**

Course Outline

Introductory

This course attempts to provide a sociological understanding of ethics and vice versa, and how ethical, sociological and social theories have been. It attempts to shift the moorings of ethics away from moral philosophy and anchor it in sociology. Indeed the classical sociologist Emile Durkheim was of the view that ethics needed to be liberated from its philosophical bondage and developed as a distinct branch of sociology. Moreover, as societies increasingly get complex, the ethical imperative is coming into prominence, for instance, 'virtue ethics'.

Course Learning Outcome: This course will enable students to:

1. Discuss the presence of ethics in sociological theory.
2. Explain the linkage between Moral Philosophy and Sociological Theory.
3. Demonstrate the ability to argue for ethics in society.
4. Analyze various sociological issues from ethical standpoints
5. Assess, ultimately the linkages between moral philosophy and sociology.

The Syllabus

Introductory Aspects

The coverage here includes definitions, categorizations and other related aspects. The rationale and overview of the course would be provided.

Excursions in Moral Philosophy

Moral Philosophy would be surveyed, commencing with Aristotle and concluding with MacIntyre.

Required Readings

Alasdair MacIntyre, A Short History of Ethics, Routledge, 2012

Harold Hoffding, 'On the Relation Between Sociology and Ethics', American Journal of Sociology, Vol. 10, No. 5, Jstor

Aristotle, Nicomachean Ethics, Wordsworth Classics, 1996

Other readings would be suggested in the classroom.

Ethics and Durkheimian Sociology

The seminal contribution of Emile Durkheim to the 'sociology of morals' will be the focus of study here.

Required Reading

Emile Durkheim, Ethics and the Sociology of Morals, Prometheus Books, 1993

Emile Durkheim, Professional Ethics and Civic Morals, Routledge, 1992

W. Watts Miller, Durkheim, Morals and Modernity, McGill-Queen's University Press, 1996

Other readings would be suggested in the classroom.

Modernity and De-Humanization

The ethical-sociological critiques of modernity which focussed on the 'dehumanization' modernity is said to have brought about, would be reviewed. The singular issue in these critiques

have been capitalism. However, capitalism and actually-existing socialism have had the logic of industrialism in common. This logic would also be critically (ethically) considered.

Required Reading

Leszek Kolakowski, Main Currents of Marxism, Vol. 1, OUP (Select Chapters)
 Clark Kerr, ‘Industrialism and Industrial Man’, in International Labour Review, Vol. 82, No.3, 1960
 P.D. Anthony, Ideology of Work, Routledge & Kegan Paul, 1977
 Bernard Steigler, The Re-Enchantment of the World: The Value of Spirit Against Industrial Populism (translated by Trevor Arthur), Bloomsbury, 2014
 Karl Marx, Capital, Vol. 1 (especially ‘The Results of the Immediate Process of Production’)
 Theodor Adorno, Minima Moralia: Reflections From Damaged Life, Verso, 2005
 Other readings would be suggested in the classroom.

Ethics of Social Conflict

The ethical dimension in social conflict, the manner of its articulation/representation and resolution is the object of study in this module.

Required Reading

Axel Honneth, Struggle For Recognition: The Moral Grammar of Social Conflict, Polity Press, 1995
 Howard Caygill, On Resistance: A Philosophy of Defiance, Bloomsbury, 2013
 Other readings would be suggested in the classroom

Ethics and Ecology

This section will deal with the ‘burning’ issue of ecology today and how ethics in society is indispensable in this respect.

Required Reading

Hans Jonas, The Imperative of Responsibility: In Search of An Ethics for the Technological Age, University of Chicago Press, 1984
 Felix Guattari, The Three Ecologies, Bloomsbury, 2014
 Other readings will be suggested in the classroom

Summation

This exercise would be participatory, in which students would be encouraged to speak at length on the course-as-such. The course instructor would then sum up the entire exercise.

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	
CLO1	3	1	3	3	1	1	3	2	3	2	3	
CLO2	3	1	3	3	1	1	3	2	3	2	3	
CLO3	3	1	3	3	1	1	3	2	3	2	3	
CLO4	3	3	3	2	2	2	3	3	3	2	3	
CLO5	3	3	3	2	2	2	3	3	2	2	3	

Department of Sociology

**Society and Sexuality
(Course No-SL584)**

M.A. (Third Semester) Optional

**Course Instructor – Pushpesh Kumar
Email: pushpesh.kumar@gmail.com**

The course aims at problematizing socio-cultural, political, economic and legal processes from the perspective of erotically marginal groups and communities. It simultaneously engages with the question of ‘bodily integrity’ and ‘autonomy’ of women and non-conforming genders, and, how state and society interact to erase or create possibilities for such assertions of women and the sexually marginalized communities. Assuming that social- structure and state processes (re)institute hetero-patriarchy and (re)affirm masculinist toxicity through popular culture and through military and sports nationalism, the course from a critical lens interrogates such symbolic and material domination of women and erotically marginalized publics. Pedagogically and epistemologically it attempts to foreground the experiences of the most marginalized and subaltern erotic publics like sex workers and transgender communities to sensitize the young participants by using ‘critical intersectionality’ perspective.

Course Learning Outcomes: After completing the course the students will be able to

1. Appreciate the significance of sexuality as an important issue to discuss and incorporate within pedagogy and epistemology
2. Analyse and explain the connect between sexuality and issues like class, caste, gender, state, education, art, aesthetics, politics with a thorough critique of heteronormative practices and develop a more nuanced and expansive understanding of sexism as a form of power, exclusion and violence.
3. To understand and engage the hiatus between mere legal freedom and substantive justice for erotically marginalized from transgender and intersex perspective.
4. Develop a more nuanced understanding of debates on ‘bodily integrity’ and ‘autonomy’ and to analyse them as socio-economic issues and as parameters of development of a given nation.

Unit-1

Sexuality: Conceptual and Theoretical Issues

Readings

Jeffery Weeks; Gayle Rubin; Michel Foucault; Ken Plummer; Judith Butler; Rosemary Hennessey; Kevin Floyd; Vivian Namaste

Butler, Judith.1999. *Gender Trouble: Feminism and Subversion of Identity*. New York: Routledge.

Foucault, Michel. *History of Sexuality*, Vol. 1: *An Introduction*. Trans. Robert Hurley. New York: Vintage Books.

Plummer, Ken. “Speaking its Name: Inventing a Lesbian and Gay studies”. In Ken Plummer (ed.) *Modern Homosexualities: Fragments of Gay and Lesbian Experience*. London: Routledge. Pp. 3-28.

- Rubin, Gayle. 2011. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality". In *Deviations: A Gayle Rubin Reader*. Durham: Duke University Press. Pp.143-78.
- Weeks, Jeffery. 1986. *Sexuality*. London: Routledge.
- Hennessey, Rosemary. 2001. *Profit and Pleasure*. Routledge: New York
- Floyd, Kevin. 2009. *Reification of Desire: Sexual Identities in Late Capitalism*. University of Minnesota Press.
- Namaste, Vivian. 2009. *The Erasure of Transsexual and Transgender people*. Chicago: University of Chicago Press.

Unit-2

Heterosexuality

Readings

- Bell, Elizabeth. 2007. "Performing "I do": Weddings, Pornography and Sex". In Karen E. Lovaas and Marcilee M. Jenkis (eds.) *Sexualities and Communications in Everydaylife*. Pp.145-64.
- Bullough, Vern L. 1998. "Alfred Kinsey and Kinsey Report: Historical Overview and Lasting Contributions". *Journal of Sex Research*. Vol. 35(2). 127-31.
- Jackson, S. 2006. "Gender, Sexuality and Heterosexuality: The Complexity (and Limits of) Heteronormativity". *Feminist Theory*. 7 (1) pp. 105-21
- Katz, Jonathan Netz. 2007. *The Invention of Heterosexuality*. Chicago: University of Chicago Press Edition.
- Katz, Jonathan Netz. 2007. "The invention of Heterosexuality: The Debut of Heterosexual". In Karen E. Lovaas and Marcilee M. Jenkis (eds.) *Sexualities and Communications in Everydaylife*. Pp.21-39.
- Menon, Nivedita. 2005. "How Natural is Normal: Feminism and Compulsory Heterosexuality". In *Because I have a Voice: Queer Politics in India* (eds) Arvind Narrain and Gautam Bhan. Delhi: Yoda Press. Pp. 33-39.

Unit-3

Indian History and Mythology: Fluid Gender, Fluid Sexuality, and Colonial Heterosexualization.

Glimpses from Ancient Texts

Churning of Sea: Mohini (Vishnu), Shiva and Birth of Aiyappa: Kamasutra and Fluid Sexuality: Ideals of Friendship- Krishna and Dhananjaya (Arjuna)

Medieval India-

The Tavern (*maikhana*); the Wine Server (*saki*); the Cup and the Flask (*jam and mina*); Eunuchism in the Polity of Nizamat; Sufism and Love: Mutilation of *Surpnakha*

Modern India: "Triumph" of Heterosexuality!

The Rekhti Poetry: Loving Women; *Lihaaf* (The Quilt): Letters to Lovers in Mughal and Post Mughal States: Male Beloveds in Urdu *Ghazlas*: Heterosexualization and New Homophobia: Heterosexual Desire and Five Year Plans: Body Language in Family Courts: Sexuality in Development Discourse. Sexuality and the Radical Left.

Readings

- Basu, Srimati. 2013. 'Beyond Equivalence: Body and Language in Family Courts'. In *Sexuality Studies* (ed.) Sanjay Srivastava. Delhi: OUP. Pp. 73-93.
- Brown, Katherine Butler. 2007. "If Music be the Food of Love: Masculinity and Eroticism in Mughal *Mehfil*". In *Love in South Asia: A Cultural History* (ed.) Francesca Orsini. Delhi: Cambridge University Press. 44-61.

- Devika, J. 2013. "Bodies Gone Awry: the Abjection of Sexuality in Development Discourse in Contemporary Kerala". In *Sexuality Studies* (ed.) Sanjay Srivastava. Delhi: OUP. Pp. 94-120.
- Erndl, Kathleen M. 1991. "The Mutilation of *Surpanakha*". In *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia* (ed.) Paula Richman. Pp.67-88.
- Kidwai, Saleem.2008. "Medieval Materials in Perso-Urdu Tradition". In *Same Sex Love in India: A Literary History* (Eds) Ruth Vanita and Saleem Kidwai. Delhi: Penguin. Pp. 125-42.
- Orsini, Francesca. 2007. "Love letters". In *Love in South Asia: A Cultural History* (ed.) Francesca Orsini. Delhi: Cambridge University Press. 228-58.
- Ram, Kalpana. 2008. "Uneven Modernities and Ambivalent Sexualities". In *A Question of Silence: The Sexual Economies of Modern India* (eds) Mary E. John and Janaki Nayar. London: Zed Books. Pp. 244-68.
- Srivastava, Sanjay. 2007. "The Idea of Lata Mangeshkar: Hindu Sexuality, the Girl Child and Heterosexual Desire in the Time of Five Year Plan". In *Passionate Modernity: Sexuality, Class and Consumption in India* (ch-3). Sanjay Srivastava. Delhi: Routledge. Pp. 79-115.
- Vanita and Saleem Kidwai (ed.). 2008. *Same Sex Love in India: A Literary History*. Delhi: Penguin Books.
- Vanita Ruth. 2012. *Gender, Sex and City: Urdu Rekhti Poetry*. Delhi: Orient Blackswan.
- Vindhya. U. 1998. "Comrades in Arms: Sexuality and Identity in the Contemporary Revolutionary Movement in Andhra Pradesh and the Legacy of Chalam". In *A Question of Silence: The Sexual Economies of Modern India* (eds) Mary E. John and Janaki Nayar. London: Zed Books. Pp. 167-90.

Unit-4

Prostitution and Sex Work: Violence, Stigma, Assertion and Activism

Readings

- Khan, Shivnanda. 2001. "Through a Window Darkly: Men Who Sell Sex to Men in India and Bangladesh". In *Men Who Sell Sex: International Perspective on Male Prostitution and AIDS* (ed) Peter Aggelton. London: UCL Press. Pp. 195-212.
- Koteswaran, Prabha.2012. *Dangerous Sex and Invisible Labour*. Delhi :OUP [Ch(s)-1,2,3.] Pp.3-50.
- Kotiswaran, Prabha (ed) 2011. *Sex Work*. Sec. V (Movements, Documents and Manifestos Pp.259-268).
- Banarjee, Sumanta. 2011. "Voices from the Pit". In *Sex Work* (ed) Prabha Kotiswaran. Delhi: Women Unlimited. Pp. 43-64.
- Jameela, Nalini. "Autobiography of a Sex Worker". In *Sex Work* (ed) Prabha Kotiswaran. Delhi: Women Unlimited. Pp. 225-41.

Unit-5

Dominant Sexual Morality, Complexities of Everyday and Counter-hegemonic Narratives.

Readings

- Chowdhry, Prem. 2007. Lustful Women, Elusive Lovers: Identifying Males as Objects of Female Desire. In *Sexualities* (ed) Nivedita Menon. Delhi: Women Unlimited. 237-55.
- Ehrenreich, Barbara and Deirdre English. 1993. *Witches, Midwives and Healers: A History of Women Helaers*. CUNY: Feminist Press
- Fisher, Nancy L. 2006. "Purity and Pollution: Sex as a Moral Discourse" In *Introducing the New Sexuality Studies: Original Essays and interviews* (eds) Steven Seidman, Nancy Fischer and Chet Meeks. London: Routledge. Pp. 51-58.

Lessinger, Johanna.1986. "Work and Modesty: Dilemmas of Women Market Traders in South India". *Feminist Studies*. vol 2, no 3. Pp. 581-610.

Kumar, Pushpesh. 2010. "Sanma Told Me: Narratives of Gendered Violence". *Indian Journal of Gender Studies*. vol 17, no 3 pp.403-27.

Potia, Ali. 2005. "Islam and Me". In *Because I have a Voice: Queer Politics in India*. Delhi: Yoda Press. pp. 252-64.

Yalman, Nur. 1963. "On Purity of Women in Castes of Ceylon and Malabar". The Journal of Royal Anthropological Institute of Great Britain and Ireland. vol 93, no.1. pp. 25-58.

Merchant, Hoshang. 1999."The Slaves". In Hoshang Merchant (ed) *Yarana: Gay writing from India*. Delhi: Penguin.

Phadke, Shilpa. 2005. "Some Notes towards Understanding the construction of Middle-class urban Women's Sexuality in India". In *Sexuality, Gender and Rights: Exploring Theory and Practice in South and Southeast Asia*. Delhi: Sage. Pp. 48-66.

Unit-6

Section 377: Taming (Un)natural Desire verses Antihomophobic Enquiry

Globalisation and LGBT Movement in India; Struggles around the Law; Epistemology of Closet. NALSA Judgment, 2014, Transgender Movements and State's Response. Reading Down Section 377 of IPC (Navtej Singh Johar Vs. Union of India, 2018). Queer Necropolitics or Substantive Democracy?

Readings

Sedgwick, Eve Kosofsky. 2008. *Epistemology of Closet*. Berkeley: University of California Press.

Dave, Naisargi. 2012. *Queer Activism in India: A Story in Anthropology of Ethics*. Delhi:Zubaan.

Patel, Geeta. 2018. *Risky Bodies and Techno-Intimacies: Reflections on Sexuality, Media, Science, Finance*. University of Washington Press,

Kannabiran, Kalpana. 2012. *Tools of Justice: Non-Discrimination and Indian Constitution*. Delhi: Routledge. (Part III, Sex, Gender and Denial of Freedom)

Narrain, Arvind. 2004. *Queer: Despised Sexuality: Law and Social Change*. Bangalore: Books for Change.

Kumar, Pushpesh. 2017. "Radicalizing Community Development: Changing Face of queer Movement in the city of Hyderabad". *Community Development Journal*. Vol.22, Issue 3, pp. 470-477. OUP

Kumar, Pushpesh. 2020. Mapping Queer Celebratory Moment in India: Necropolitics or Substantive Democracy. *Community Development Journal*. Vol 55, Issue 1. Pp. 159-76. OUP.

Assessments:

Continuous internal assessment includes one written test based on readings on Unit -1 (theoretical perspectives on sexuality), one book review presentation (participants can choose a book in consultation with the course teacher) and a group assignment either analyzing films, art work, development issues, collecting narratives of the victims of sexual oppression and assault, carrying out empirical studies, developing critique of scientific practices and state practices from critical sexuality perspective. This also remains open-ended as participants can bring any relevant issues in the field to work on as part of group assignment.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	2	3	3	2	2

**UNIVERSITY OF HYDERABAD
DEPARTMENT OF SOCIOLOGY**

SOCIOLOGY OF DALITS

M.A.: Optional Course-2019

Course number: SL 527

Course Instructor: Prof. G. Nagaraju

Credits: 4

ngss@uohyd.ernet.in

The social location of Dalits in Indian society is unique compared to other social categories. Sociologists both from India and abroad made a systematic attempt to understand the social origins, evolution and social status of Dalits at different historical junctures of Indian society. Sociological study of Dalits has significance not only in Indian context, but also outside India as similar discrimination that the Dalits experience is faced by certain racial groups in America, Great Britain and other countries as well. Thus, social exclusion, relative deprivation, economic differentiations requires a fresh look at the theories of social stratification across the world. However, when it comes to the present situation in India, there is an intellectual paucity in mapping the complexities and contemporary intellectual discourse on Dalits in the changing context of caste system, economy, politics, religion, education and employment in post independent India. The course aimed to bridge the intellectual gap by conceptualizing Dalit as homogeneous as well as heterogeneous sociological category. The course also discusses the themes and perspectives in sociology of caste from the perspective of sociology of Dalits. The course is organized broadly under six sections. First two sections provide background, conceptualization and sociological theories on caste and Dalits in India. Section three deals with the roots of Dalit movements across the Indian subcontinent and its implications for socio-cultural, religious and political spheres. Section four highlights the position of Dalits in economy and education and section five dwells on Dalit Intellectualism and feminism and section six focuses on the contested Dalit Identities in India and Indian Diaspora.

Course Learning Outcome: After completion of this course, the students will be able to:

6. Discuss the historical background for the emergence of global Sociology in general and Sociology of Race and Dalits in particular.
7. Explain the significance of the Sociology of Dalits course within mainstream Sociology of India.
8. Demonstrate the conceptual formulations and theoretical insights that enable the students to grapple with diverse themes in Sociology of Dalits.
9. Analyze the Sociology of Dalits across the diverse Dalit groups and its implications for mainstream and marginal Dalit castes in shaping their everyday lives.
10. Assess how classical and contemporary sociological theories on Sociology of Dalits is used by scholars of global and Indian origins.

Readings

I. CONCEPTUALIZATION OF DALITS

1. Paramjit S Judge.2013.Towards Sociology of Dalits: 1 (Reading in Indian Sociology).Delhi-Sage.
2. Simon Charsley.1996. Untouchable': What is in a Name? *The Journal of the Royal Anthropological Institute*. Vol. 2, No. 1, pp. 1-23.
3. Ramnarayan S Rawat & K Satyanarayana.2017. Dalit Studies. Delhi: permanent Black Publications.

4. B. R. Ambedkar (2017). *The Untouchables: Who Were They and Why They Became Untouchables*. Kalpaz Publications.

II. SOCIOLOGICAL THEORIES OF CASTE AND DALITS

1. B. R. Ambedkar (2017). *Castes in India: Their Mechanism, Genesis and Development*. Delhi: Independent Pub.
2. Vivek Kumar.2005.Situating Dalits in Indian Sociology. *Sociological Bulletin*.V-54:3.
3. *Louis Dumont. Homo Hierarchicus: The caste system and its implications* Delhi: *Oxford University Press*.
4. *Joan P. Mencher (1974) The Caste System Upside Down, or The Not-So-Mysterious East: Current Anthropology*, Vol. 15, No. 4.
5. Surinder S. Jodhka.2014. *Caste in Contemporary India*. Delhi: Rutledge.

III-DALIT MOVEMENTS IN INDIA

1. Eleanor Zelliott.2005. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. Delhi: Manohar Publications.
2. Gail Omvedt. 1994. *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*. Delhi: Sage.
3. Christophe Jaffrelot.2019. *Dr. Ambedkar and Untouchability – Analyzing and Fighting Caste* Columbia University Press.
4. S. M. Micheal (2007) *Dalits in Modern India: Vision and Values*. Sage Publications
5. Hugo Gorringer (2017) *Panthers in Parliament: Dalits, Caste, and Political Power in South India*. Sage.
6. Eva-Maria Hardtmann.2009. *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press.
7. Sambaiah Gundimeda (2017) *Dalit Politics in Contemporary*. Delhi: Rutledge
8. Yagati *Chinna Rao (ed 2009) Dividing Dalits: Writings on Sub-categorization of Scheduled Castes*. Delhi: Rawat.

IV-DALITS AND ECONOMY AND EDUCATION

1. G Nancharaiah (1988) *Land and Caste*. New Delhi: Himalaya Publishers.
2. Barbara Harriss White (2013) *Dalits and Adivasis in Indias Business Economy: Three Essays and an Atlas*. Three Essays Collective publication.
3. Sukhadeo Thorat & Katherine S. Newman (2012) *Blocked by Caste: Economic Discrimination in Modern India*. Delhi: Oxford University Press.
4. Aseem Prakash (2015) *Dalit Capital: State, Markets and Civil Society in Urban India*
5. R. Govinda (2011) *Who Goes to School in India? Exploring Exclusion in Indian Education: Access, Diversity and Participation in Elementary Education*. Delhi: OUP.
6. Samson K. Ovichegan (2015) *Faces of Discrimination in Higher Education in India: Quota policy, social justice and the Dalits (Routledge Research in Educational Equality and Diversity)*. Delhi: Routledge.
7. Shailaja Paik (2018) *Dalit Women's Education in Modern India: Double Discrimination (Routledge Research on Gender in Asia Series)* Delhi: Routledge.

V-DALIT INTELLECTUALISM AND DALIT FEMINISM

1. Gopal Guru 2011. *Humiliation: Claims and Context*. Delhi: Oxford University Press.
2. Arjun Dangle (2009) *Poisoned Bread* Paperback – Hyderabad. Orient Blackswan.
3. Sharmila Rege (2006) *Writing Caste/Writing Gender Narrating Dalit Women s Testimonies*. Delhi:Zubaan.

4. Clarinda Still (2017). Dalit Women: Honour and Patriarchy in South India. Delhi: Social Science Press
5. S. Anandhi & Karin Kapadia (2017) Dalit Women: Vanguard of an Alternative Politics in India. Delhi: Taylor Francis.
6. Subhadra Mitra Channa & Joan P Mencher (2013) Life as a Dalit: Views from the Bottom on Caste in India. Delhi: Sage.

VI.DALIT AND DIASPORA

1. Paul Ghuman (2018) British Untouchables: A Study of Dalit Identity and Education. London: Ashgate.
2. Amit Sarwal (2018). South Asian Diaspora Narratives: Roots and Routes. Delhi: Rawat.

Assessment:

Continuous internal assessment includes three written tests. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while the end semester written examination is for 60% of the course.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	2	1	1	2	3	3	1	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	3	2	3	3	1	3	2	3	3	3

**UNIVERSITY OF HYDERABAD
DEPARTMENT OF SOCIOLOGY
SOCIOLOGY OF EDUCATION**

Class: M.A, Course No: SL-533
Course Instructor: Prof.G.Nagaraju
Email: gnrajuhcu@gmail.com

Semester: IV (January–May-2020)
Phone-04023133263

This course introduces the student to the field of education from a sociological perspective. The course is broadly organized into three sections. First section deals with the major themes and perspectives in SOE. It consist of Functional, Marxist, Cultural, Feminist, Phenomenological and Special needs perspectives. The focus of second section is to trace out the debates on education in modern India and to analyze the education policy and practice in independent India with reference to equity-excellence, curriculum framing and the making of teacher identity. The third section aims to understand the nature of relationship between education state and society in the era of Globalization and its implications for culture of learning and pedagogy of protest in the educational institutions in India. Students are encouraged to undertake a research project on any one of the issues related to education.

Course Learning Outcome: After completion of this course, the students will be able to:

11. Discuss the historical background for the emergence of global Sociology in general and Sociology of Education in particular.
12. Explain the significance of the Sociology of Education course within mainstream Sociology with a special focus on Indian society.
13. Demonstrate the critical and conceptual formulations and theoretical insights that enable the students to grapple with diverse themes in Sociology of Education.
14. Assess how the history of Indian education and sociological theories on curriculum are contemplated by the scholars of global and Indian origins.
15. Analyze the Education policy and practice and its implications for diverse social groups in Indian society.

Readings

1. Introduction to Sociology of Education
 - a. N. Jayaram (2015) Sociology of Education in India (Chapter-1). Jaipur. Rawat.
 - b. Suresh Chandra Shukla (Author), Krishna Kumar (1987). Sociological Perspective in Education: A Reader (Chapter-1). Delhi: South Asia Books
 - c. Stephen Ball (2004) The Routledge Reader in Sociology of Education, Chapter1
 - d. Halsey et al (1996) Education Culture Economy Society. Oxford: OUP
2. Functionalist perspective
 - a. Durkheim –Education: Its nature and its Role (Chapter-2) in Suresh Chandra Shukla (Author), Krishna Kumar (1987). Sociological Perspective in Education: A Reader (Chapter-1). Delhi: South Asia Books

- b. Talcott Parsons- The social school as a social system (Chapter-5) in Suresh Chandra Shukla (Author), Krishna Kumar (1987). Sociological Perspective in Education: A Reader (Chapter-1). Delhi: South Asia Books
3. Marxist perspective
 - a. Paul Willis (1978) Learning to Labor. Routledge. Chapter-1
 - b. Bowls and Gintis (2002) Schooling in Capitalist America in Suresh Chandra Shukla (Author), Krishna Kumar (1987). Sociological Perspective in Education: A Reader (Chapter-1). Delhi: South Asia Books
 - c. Louis Althusser- Ideology and Ideological State apparatuses in Suresh Chandra Shukla (Author), Krishna Kumar (1987). Sociological Perspective in Education: A Reader (Chapter-1). Delhi: South Asia Books
4. Feminist perspective
 - a. Gaby Weiner. Education and Feminism in A. H. Halsey Hugh Lauder Phillip Brown & Amy Stuart Wells (Editors-1997) Education: Culture, Economy, and Society. Oxford.OUP.
 - b. Sally Acker. 1987. Feminist theory and the study of Gender and Education. International Review of Education volume 33, pages419–435.
5. Cultural Perspective
 - a. Bourdieu, P. (1986) The forms of capital. In J. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education (New York, Greenwood), 241-258.
 - b. Derek Robbins.2004. The Transcultural Transferability of Bourdieu's Sociology of Education. British Journal of Sociology of Education, Vol. 25, No. 4,
6. Special education
 - a. Xiao Qu. 2015. Critical Review: Making Sense of Special Schools from Sociological Perspectives. CORERJ: Cambridge Open-Review Educational Research e-Journal www.corerj.educ.cam.ac.uk ISSN 2056-7804 Vol. 1, No. 2.
 - b. Sally Tomlinson (2015) is a sociology of special and inclusive education possible? Educational Review.
7. Alternative education
 - a. Paulo Freire- Pedagogy of the oppressed. Continuum International Publishing Group Ltd. (Chapter1-2)
 - b. Ivan Illich. (1995) De-schooling Society. Marion Boyars Publishers Ltd. (Chapter1& 6)
8. History of Education
 - a. Krishna Kumar- Colonial citizen as an educational ideal-EPW-28/1/1989
9. Educational Policy and Practice in Independent India:
 - a. Rakshinder Kaur- Universalization of Elementary Education in India: The Policy Perspective

10. Sociological studies on Curriculum
 - a. Henry Giroux.1979. Towards a new sociology of curriculum- Educational Leadership journal.
 - b. Krishna Kumar- Prejudices and Pride: School histories of freedom struggle in India and Pakistan. Chapter-6-7
 - c. Yvette C Rosser – Curriculum as destiny: Forging national identity in India-Pakistan and Bangladesh- Chapters-Introduction and Conclusion

11. Language policy and politics in India
 - a. S. Srinivasarao- India’s language Debates and Education of Linguistic minorities- EPW-6/9/2008.

12. School choice theory
 - a. Philip C Brown – Third wave: Education and the ideology of the Parentocracy.
 - b. James Tooley.2009 Beautiful Tree: A Personal Journey into How the World's Poorest People are Educating Themselves. Cato Institute, U.S. Chapter-1 or
 - c. James Tooley, Pauline Dixon- 2007.Private schooling for low-income families: A census and comparative survey in East Delhi, India. International Journal of Educational Development.

13. University, state and society
 - a. Ramachandra Guha. 2007. Pluralism in the University. EPW- 17/2/2007
 - b. Shiv Visvanathan. Democracy, Plurality and Indian University. EPW-30/9/2000.

14. University and Resistance
 - a. SM Lipset. Approaches to the study of student political behavior- University students and politics in underdeveloped countries
 - b. N. Jayaram.1979. Sadhus No Longer: Recent Trends in Indian Student Activism. Higher Education- Vol. 8, No. 6.
 - c. Janaki Nair.2017. The Provocations of the Public University. EPW-16/9/2017.

15. Teacher policy and Politics
 - a. Krishna Kumar- Meek Dictator: The Paradox of Teachers Personality in Political Agenda of Education.
 - b. Kameswari J and Vimala Ramachandran-2015. Why Women teachers Matters in Secondary Education- EPW-8/8/2015.

Assessment:

Continuous internal assessment includes three written tests. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while the end semester written examination is for 60% of the course.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs).

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	3	3	3	2	2
CLO2	3	3	3	3	2	2	3	3	3	2	2
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	2	3	3	3	3
CLO5	3	2	2	3	1	1	3	2	3	3	2

Sociology of Organizations
(Course No.: SL 582)

M.A III Semester

Instructor: Dr. C. Nagalakshmi

Email: nlss@uohyd.ac.in

Organizations are manifestations of individuals' collective efforts. Formal organizations constitute one of the most important elements which make up the social web of modern societies. Organizations in modern societies permeate all aspects of human life. Individuals are members of one or more organization(s). This course deals with formal organizations in the modern societies. It discusses the theoretical frameworks to understand the social aspects of formal organizations. Core organizational issues such as bureaucracy, technology, culture, behavior and groups are discussed in this course drawing up on readings from sociology and organizational studies.

Course Learning Outcomes

After completion of this course successfully, the students will be able to.....

1. Understand the importance of sociological theory on formal organizations in modern societies
2. Explain how sociology of organizations offers theoretical frameworks to understand the social aspects of formal organizations.
3. Analyze original source material in the form of monographs and articles by thinkers of Sociology of Organizations
4. Apply key classical social theories to current problems and issues in modern organizations
5. Assess the relevant theories and articulate the core organizational issues such as bureaucracy, technology, culture, behavior and groups by drawing up on readings from sociology and organizational studies.

Detailed Syllabus:

Unit 1: Introduction to sociology of organizations - study of formal organizations, organizational models, Organizations as rational systems; organizations as human and social systems

Unit 2: Theoretical perspectives on organizations: emergence of organizational theories- classical, contingency; contributions of Weber, Merton, Parsons, Selznick and critique of organizational theories'

Unit 3: Organizations and their environments: organizations as open systems - resource dependency theory, institutional theory and organizational ecology

Unit 4: Typologies of organizations based on functions, technology, regulation and structure.

Unit 5: Technology-organization structure interface
Unit 6: Organizational culture
Unit 7: Transformation of Organizations
Unit 8: Power, Conflict, The dark side of organizations

References:

1. Blau, M. Peter. and Scott, W. Richard. 1977. *Formal Organizations: A Comparative Approach*. London: Routledge and Kegan Paul
2. Castells, Manuel. 2001. *The Internet Galaxy: Reflections on the Internet, Business, and Society*. New York: Oxford University Press
3. Champion, J. Dean. 1975. *The Sociology of Organizations*. New Delhi: McGraw-Hill.
4. Clegg, Stewart. and Dunkerley, David. 1980. *Organization, Class and Control*. London: Routledge and Kegan Paul.
5. Clegg, Stewart. 2012. *Transforming Organizations*. In Sales, Arnaud. Ed. *Sociology Today: Social transformations in a Globalizing World*. London: Sage. Pp.195-210.
6. Dimaggio, J. Paul. and Walter, W. Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields", *American Sociological Review*, Vol. 48, pp 147-160.
7. Eldridge, J. E. T. and Crombie, A. D. 1974. *A Sociology of Organizations*. Oxford: George Allen and Unwin.
8. Etzioni, Amitai. 1961. *A Sociological Reader in Complex Organizations*. New York: Holt, Rinehart and Winston Inc.
9. Handel, J. Michael. 2003. *The Sociology of Organizations: Classic, Contemporary and Critical Readings*. New Delhi: Sage.
10. Robbins, P. Stephen. 1983. *Organization Theory: The Structure and Design of Organizations*. New Jersey: Prentice-Hall Inc.
11. Shukla, Madhukar. 1996. *Understanding Organizations: Organizational Theory and Practice in India*. New Delhi: Prentice-Hall.
12. Wharton, Amy. 2007. *Sociology of Organizations*. Los Angeles: Roxbury
13. Journal Articles:
14. Janardhan, V. Arguing for 'Industrial Relations': Journey to a Lost World. *Economic and Political Weekly*. Vol. 38, No. 31. (Aug. 2-8, 2003), pp. 3254-3260
15. Nathan, Dev. *Industrial Relations in a Global Production Network: What Can Be Done*. *Economic & Political Weekly*. Vol 48. No 30 (July 27, 2013) pp29-33.
16. Vaughan, Diane. 1999. "The Dark Side of Organizations: Mistake, Misconduct, and Disaster", *Annual Review of Sociology*. Vol. 25. (1999), pp. 271-305.

Assessment:

Continuous internal assessment includes two written tests, and the third will be a review essay and presentation on a theoretical perspective in the course outline in teams. Each internal assessment is for 20% of the course. Best of two from these three internals constitutes 40% of evaluation protocols while end semester written examination is for 60% of the course.

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs)
and Program Specific Outcomes (PSOs)**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	3	3	1	3	3	3	3	2
CLO2	3	3	3	3	3	2	3	3	3	2	3
CLO3	3	3	3	3	3	2	3	3	3	3	3
CLO4	3	3	3	3	3	2	3	3	3	3	3
CLO5	3	2	3	3	3	2	3	3	3	2	3

Course Title: **SOCIOLOGY OF BUSINESS, INDUSTRY AND LABOUR**

Course No:

Instructor: Dr. V. Janardhan

Introduction

This course attempts to provide a comprehensive understanding of business (capital), industry and labour in contemporary society. It is an attempt to reach out and engage in a multidisciplinary or cross-disciplinary inquiry to understand and depict the inter-related phenomena of capital, industry and labour in industrial and post-industrial societies in general. Business, industry and labour are all about people in society producing goods and services, organized into social relations of production (“People producing in society, therefore social production”-Marx); thus, the ‘Sociology of Business, Industry and Labour’.

Course Learning Outcome

After undergoing this course, a student will be able to:

1. Demonstrate how business, industry and labour are important to be studied by sociology, and how the course is ‘sociological’.
2. Explain the linkages between business, industry, labour and the state, particularly in terms of the impacts they have on one another.
3. Discuss how business is subject to ‘regulation’ and the impact of the same on society.
4. Analyze business policy and strategy on issues such as employment, social security, etc., which are vital for social well-being.
5. Assess theoretically the nature of contemporary capitalism.

Part One: Business (Corporate Capital)

Synopsis: ‘capital-in-general’ and ‘many capitals’; share capital; fictitious capital, etc;
Corporate Capital: The joint stock company, its history and characteristics; Corporate Business Organization, Forms, Structure and Strategy; Crises, Restructuring and its social impact; Global Corporate capital: Globalization of business, Transnational Companies; ‘Varieties’ of Capitalism; Regulation of capital

Readings and References

Boltanski, Luc and Eve Chiapello, ‘The New Spirit of Capitalism, Verso, 2018 (select chapters)

Chandler, Alfred, The Visible Hand: The Managerial Revolution in American Business, Harvard University Press, 1977 (select chapters)

Chandler, Alfred, Strategy and Structure: Chapters in the History of the Industrial Enterprise, MIT Press, 1962 (select chapters)

Hancke, Bob (Ed), Debating Varieties of Capitalism: A Reader, Oxford University Press, 2009

Heilbroner, Robert, The Nature and Logic of Capitalism, New York & London, W.W. Norton & Co. 1985

Hilferding, Rudolf, Finance Capital, London, Routledge and Kegan Paul, 1981, (selections)

Jessop, Bob, 'Regulation Theory and the Crisis of Capitalism I: The Parisian Regulation School', Edward Elgar Publishing, 2001 (select chapters)

Mandel, Ernest, Late Capitalism, London, Verso, 1972 (select chapters)

Marx, Karl, Capital, Vols. I and III, London, Penguin, 1990, (select chapters and sections)

Micklethwaith, John & Adrian Wooldridge, The Company: A Short History of A Revolutionary Idea, London, Phoenix, 2005

O'Connor, James, Accumulation Crisis, New York, Basil Blackwell, 1984 (select chapters)

Radice, Hugo, Global Capitalism: Selected Essays, Routledge, 2014

Rosdolsky, Roman, The Making of Marx's Capital, London, Pluto Press, 1967

Part Two: Industry & Labour

Synopsis: Preliminary considerations on Industry including the service industry, such as what is an 'industry' the employment relationship, etc; 'Labour Process' in industrial and 'post'-industrial societies; Capital- Labour Relations or Industrial Relations 'old' and 'new'; 'Experiencing' capitalism today.

Readings and References

Amin, Ash, Post-Fordism: A Reader, Oxford, Blackwell, 2000

Braverman, Harry, Labour and Monopoly Capital: Degradation of Work in the Twentieth Century, New York, Monthly Review Press, 1974

Fujimoto, Takahiro, The Evolution of Production System at Toyota, Oxford University Press, 1999

Kochan, Thomas, Russell Lansbury and John Paul Macduffie, After Lean Production: Evolving Employment Practices in the World Auto Industry, Cornell University Press, 1997

Littler, Craig, Labour Process in Capitalist Societies, London, Heinemann, 1982

Piore, Michael and Charles Sabel, The Second Industrial Divide: Possibilities for Prosperity, Basic Books, 1984

Womack, James, Daniel Jones and Daniel Roos, The Machine That Changed The World: The Story of Lean Production, New York, HarperCollins, 1991

Banaji, Jairus and Rohini Hensman, Beyond Multinationalism: Management Policy and Bargaining Relationship in International Companies, New Delhi, Sage, 1990

Bluestone, Barry and Irving Bluestone, Negotiating the Future: A Labour Perspective on American Business, New York, Basic Books, 1992

Dunn, Bill, Global Restructuring and the Power of Labour, Palgrave Macmillan, 2004

Hensman, Rohini, Workers, Unions and Global Capitalism: Lessons from India, New Delhi, Tulika, 2011

Ramaswamy, E.A., Managing Human Resources: A Contemporary Text, Delhi, Oxford University Press, 2000

Ramaswamy, E.A., Rayon Spinners: The Strategic Management of Industrial Relations, Delhi, Oxford University Press, 1994

Yates, Michael, Why Unions Matter, New York, Monthly Review Press, 2009

Mapping of Course Learning Outcomes (CLO) with Program Learning Outcomes (PLO)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	
CLO1	3	3	2	3	3	3	3	3	2	2	3	
CLO2	3	2	3	3	3	3	3	2	2	2	3	
CLO3	3	2	3	3	3	3	3	2	2	2	3	
CLO4	3	3	3	3	3	3	2	2	2	2	3	
CLO5	3	2	2	2	2	2	3	2	2	2	3	

Department of Sociology
University of Hyderabad

SURVEY OF CRITICAL SOCIOLOGY

Course No.

Instructor: **Dr. V. Janardhan**

Introduction

The course is built on the crucial notion of ‘Critique’. The various critical sociological perspectives become, in other words, so many critiques of society and its historical-social structures, processes, interests, ideas, ideologies and politics. Each such perspective, a body of critique, a critical thought tradition, is a module in this course. Needless to say, the survey cannot be exhaustive, particularly given the time constraint. Secondly, a few such critiques such as the Feminist, and Queer Theory are not explicitly dealt with presently, at least not directly. The present course is but one construct of critical sociological theory in Sociology, the objective being critique of society.

The western humanities-social science academic habitats are particularly replete with ‘critical theory’. The present course draws inspiration from this tendency. Further, it does not subscribe to the ‘provincialization’ of theory. It considers ideas as ideas irrespective of their place of their geographical origins. It is up to the users concerned how they engage this corpus. Thus, the course steers clear of the debates concerning ‘north’ and ‘south’, interesting though these debates are.

Course Learning Outcome (CLO)

After completing this course, the student will be able to:

1. Explain what is philosophical-social critique
2. Demonstrate the above understanding with concrete examples.
3. Discuss the relevance and necessity of critical thought.
4. Analyze critically the various critiques and counter-critiques.
5. Assess comprehensively the course in relation to empirical society and vice versa.

Structure of the Course

The course is structured in Modules, each module further having a few themes. They will be explicated in the classroom. There would first be a few Overview lectures on the entire course.

Module One: ‘Critique’

This module is devoted to a philosophical and theoretical examination of this notion. The examination will traverse Kant, Hegel, Marx, Dialectical Critical Realism, and Aleatory Materialism.

Adorno, Theodor (1998), **'Critique'** in 'Critical Models', Columbia University Press

Althusser, Louis (2006), **'Philosophy of the Encounter: Later Writings'**, Verso

Ameriks, Karl, Ed, **'Cambridge Companion to German Idealism'** (select chapters)

Bhaskar, Roy (1993), **Dialectic: The Pulse of Freedom**, Verso

Horkheimer, Max (1972), **'Traditional and Critical Theory'** in 'Critical Theory', Herder and Herder

Marcuse, Herbert (1977), **'Reason and Revolution: Hegel and the Rise of Social Theory'**, RKP

Sartre, Jean-Paul (2004), **'Critique of Dialectical Reason'**, Vol.1, Chapters 1 & 2, Verso

Module Two: Marxist Critical Sociology

The focus would be on the Marxist critiques of capitalism, critiques that are political-economic, and cultural ('Sociology of Culture'). *The critical sociology of life under Capital, State, and Culture is the focus, including a consideration of the 'Labour Process'*.

Adorno, Theodor (2005), **Minima Moralia: Reflections on Damaged Life**, Verso

Adorno, Theodor (2018), **'Marx and the Basic Concepts of Sociological Theory'**, in 'Historical Materialism', Vol. 26, No. 1

Braverman, Harry (1974), **Labour and Monopoly Capital**, Verso

Clarke, Simon (Ed), **The State Debate**, PDF

Gramsci, Antonio (1971), **Selections from the Prison Notebooks** (Q. Hoare & N. Smith Eds), Lawrence & Wishart

Kolakowski, Leszek (1978), **Main Currents of Marxism**, Vols. 1, 2, 3, Oxford University Press

Marx, Karl (1991), **Capital (I, II, III)**, Penguin Classics (select portions)

Postone, Moishe (2016), **'Rethinking Marx's Critical Theory'** in Andrew Pendakis et al (Eds), 'Contemporary Marxist Theory: A Reader', Bloomsbury

Tronti, Mario (2019), **Workers and Capital**, Verso

Module Three: Anarchist Sociology

Anarchism has been an enduring perspective and practice in society, though not with much visibility and clamour, unlike other social theories and practices. A brief consideration only is possible presently.

Day, Richard J.F. (2005), **Gramsci Is Dead: Anarchist Currents In The Newest Social Movements**, Orient Black Swan

Williams, Dana (2003), **Sociology of the Anarchists, OR, A Sociological Primer on Anarchism**, Open-source

Module Four: Critique of Ideology

The concentration will be on Louis Althusser and Slavoj Zizek.

Althusser, Louis (2014), **On the Reproduction of Capitalism: Ideology & Ideological State Apparatuses**, Verso

Zizek, Slavoj (2008), **The Sublime Object of Ideology**, Navayana

Module Five: Psyche and Society

The consideration here is Psychoanalytic Theory as a critical theory tradition contributing to sociology, including critiques of PT itself. An introduction and overview is possible.

Davar, Bhargavi & P. Bhat, **Psychoanalysis as a Human Science: Beyond Foundationalism**, Sage

Freud, Sigmund (2016), **Civilization and its Discontents**, Martino Publishing

Freud, Sigmund, **Future of an Illusion**, PDF

Gellner, Ernest (1985), **The Psychoanalytic Movement: Cunning of Unreason**, NW University Press

Grunbaum, Adolf (1984), **The Foundations of Psychoanalysis: A Philosophical Critique**, University of California Press

Module Six: Post-Marxist Critical Sociology

The focus mainly is on contemporary French critical sociology, weightage given to Michel Foucault.

Baudrillard, Jean (2001), **Selected Writings**, Stanford University Press

Foucault, Michel, (), (), **'Archaeology of Knowledge'**, **'Order of Things'**,

Guattari, Felix (2014), **The Three Ecologies**, Bloomsbury

Hardt, Michael and Antonio Negri (), **‘Multitude’**

Ranciere, Jacques (2011, 12), **Staging the People**, Vols. 1&2, Verso

Module Seven: Indian Critical Sociology

Remarkable critical theoretical contributions on themes such as Development, State, Science and Technology, secularism, etc., have emanated from Indian sociology. In this module, a sample of this work would be considered. Needless to say, the survey is not exhaustive.

Nandy, Ashis (1988), **‘The Politics of Secularization, Recovery of Religious Toleration’** in ‘Alternatives’, April 01 Issue.

Nandy, Ashis (1988), **The Intimate Enemy: Loss and Recovery of Self Under Colonialism**, OUP

Nandy, Ashis (2003), **The Romance of the State and the Fate of Dissent in the Tropics**, OUP

Visvanathan, Shiv (1984), **‘Atomic Physics: The Career of an Imagination’** in ‘Alternatives’, Vol. 10, Issue 02, April.

Visvanathan, Shiv (1987), **‘From the Annals of the Laboratory State’** in ‘Alternatives’, Issue 01

Uberoi, J.P.S (2019), **Mind and Society: From Indian Studies to General Sociology**, K. Tyabji (Ed), OUP. (Select Chapters)

Mapping of course learning outcomes (CLO) and program learning outcome (PLO).

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	3	2	3	3	2	2	3	2	3	2	3	-
CLO 2	3	2	3	3	2	2	3	2	3	2	3	-
CLO 3	3	1	3	3	1	1	3	2	3	2	3	-
CLO 4	3	1	3	3	1	1	3	2	3	2	3	-
CLO 5	3	2	3	3	2	2	3	2	3	2	3	-

Sociology of Wars, Violence and Reconciliation

M.A Elective 4 credits

Course Instructor: Prof. Tanweer Fazal

Course Description

In early sociological theorizations, eruption of violence was seen as exceptional and inimical to social order. It is often overlooked that social order is maintained through violence, albeit through formal and institutionalized means. The institutions of law enforcement and criminal justice—military, police, courts and prison systems frequently rely on violence on behalf of the nation-state. Violence is primarily social—constructed and produced to advance certain collective or sectional goals. What needs to be interrogated thoroughly is our collectively produced knowledge and ideas of violence. Wars are often considered as legitimate, irrespective of its enormity, so long as they are sanctioned by the state. On the other, insurgencies and rebellions are frequently demonized.

Of late, there is a notable shift in the study of violent conflicts and war. The traditional theories of international relations have proved increasingly inadequate as local conflicts and civil wars have become far more frequent than those between states. The new wars differ from conventional wars in many ways—identity and ethnic groups are the prime actors, protracted and unending conflicts, de-territorialised wars because of new means of communication. The module takes note of these new developments in conceptualizing violence.

Course Learning Outcome: After completion of this course, the students will be able to

6. Grasp the different theories of collective violence and their key points of departure.
7. Familiarise themselves with contested histories and careers of concepts such as genocides, pogroms, riots and terrorism.
8. Examine and interpret the subjectivities of perpetrators and survivors, analyze reconciliatory efforts and train their lens on peace-processes.
9. Understand the problem of researching violent outbreaks, methodological and ethical issues and the task of doing fieldwork in conflict zones
10. Develop the capacity to make comparative and contextual analysis of violence and reconciliatory efforts through an exhaustive study of ethnographies of violence collected from across the world.
11. Acquire the ability to comprehend the differential impact of violence on different social categories constituted on the basis of caste, class, gender and ethnicity

Syllabus

1. Theories and approaches to the study of Violence
2. Wars, Civil Wars and Insurgencies: the conceptual debate
3. Contested Histories: Genocide, Riots, Lynching, terrorism
4. Violence of the state: Death penalty, torture and extra-judicial Killings
5. Forms of Justice : Retribution, Restorative and Transitional
6. Impunity, Peace Process, Reconciliation
7. Ethnographies of Wars and Violence: The methodological question in Conflict Analysis

Readings:

1. Tilly, Charles, *The Politics of Collective violence*, Cambridge University Press, 2003
2. Stathis N. Kalyvas, *The Logic of violence in Civil War*, Cambridge University Press, 2005
3. Jolle Demmers, *Theories of Violent Conflict*, Routledge: London and New York, 2012
4. Valentine Daniel, *Chapters in an Anthropology of Violence*, New Jersey: Princeton University Press, 1996
5. Weber, *Selections from Economy and Society: An Outline of Interpretative Sociology*
6. Weber, *Selections from Political Writings* (Ed.) Guenther Roth and Claus Wittich)
7. Agamben, Giorgio. *The state of Exception*, University of Chicago Press, 2008
8. Walter Benjamin, *Critique of Violence*, in Marcus Bullock and Michael W. Jennings, *Selected Writings of Walter Benjamin*, vol. 1, Harvard University Press, 1996, pp. 236-252.
9. Hannah, Arendt, 'Reflections on Violence', *New York Review of Books*, February 27, 1969.
10. Veena Das, Arthur Kleinman and Mamphela Ramphele (Eds) *Violence and Subjectivity*

11. Jeffrey A. Sluka ed., *Death Squad: The Anthropology of State Terror*, University of Pennsylvania Press, 1999.
12. Mahood Mamdani, 'Amnesty or Impunity? A Preliminary Critique of the Report of the Truth and Reconciliation', *Diacritics*, Vol. 32, No. ¾, *Ethics* (Autumn-Winter 2002), pp. 32-59.
13. Allen Feldman, *Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland*
14. Laiisa H. Malkki, *Purity and Exile: Violence, memory and National Cosmology among Hutu Refugees in Tanzania*, University of Chicago Press, 1995.
15. Thomas Blom Hansen, *Wages of Violence: Naming and Identity in Post colonial Bombay*, Princeton University Press, 2001.
16. Samir Kumar Das, *Peace-Processes and Peace Accords*, Delhi: Sage, 2005
17. Gyan Pandey, *Routine Violence: Nations, Fragments, Histories*, Stanford University Press, 2005
18. Talal Asad, *On Suicide Bombing*, Columbia University Press, 2007
19. Austin, Sarrat, *The Killing State: Capital Punishment in Law, Politics and Culture*, New York: Oxford University Press, 2001.
20. Jinee Lokneeta, *Trans-national Torture: Law, Violence and State Power in United States and India*, New York University Press, 2011.
21. Paul Brass, *The Production of Hindu-Muslim Violence*, University of Washington Press, 2003
22. Ashutosh Varshney, *Ethnic Conflict and Civic Life*, Delhi: OUP, 2004
23. Manisha Sethi, *Kafkaland: Prejudice, Law and Counter-Terrorism in India*, Gurgaon: Three Essays, 2015
24. Sarmila Bose, 'The Question of Genocide and the Quest for Justice in the 1971 War', *Journal of Genocide Research*, Volume 13, 2011, pp. 393-411
25. Michael Walzer, *Just and Unjust Wars*, New York: Basic Books, 1977
26. Dipankar Gupta, *Justice Before Reconciliation: Negotiating a New Normal in Post-Ahmedabad*, Delhi: Routledge, 2003.
27. Johan Galtung: *Violence, Peace and Peace Research*, *Journal of Peace Research*, Vol. 6, No. 3, , 1969, pp. 167-1991.
28. Carl Schmitt, *The Concept of the Political*, University of Chicago Press, 1996 (reprint)

Assessment:

Continuous internal assessment includes three assignments, each of 25 marks. Best of two from these three constitutes 50 percent of evaluation protocols while end semester examination carries rest of the 50 percent of grades. The internal assignments will be a combination of book reviews, term papers, and presentation.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	2	1	1	2	3	3	1	1

CLO2	3	3	3	3	1	2	2	3	3	2	1
CLO3	3	3	3	3	3	3	3	2	3	1	2
CLO4	3	3	3	3	3	3	2	2	3	1	2
CLO5	3	3	3	3	2	3	2	2	3	2	2
CLO6	3	3	3	3	3	3	3	2	3	2	1

Debating Ethnicity and Race, Course Code: SL 528

M.A Elective 4 credits

Course Instructor: Dr. Hoineilhing Sitlhou

The course will address the following questions:

- a) How do ethnicity and race shape social life?
- b) What does it mean to study ethnicity and race from a sociological perspective?
- c) How do social inequalities get organised along ethnic and racial lines?
- d) How do ethnicity and race intersect with other social categories of difference?
- e) What are the social and historical processes that have shaped our understandings of ethnicity and race?

At the onset, it critically explores how race and ethnicity are socially constructed concepts and how these concepts manifest themselves in Indian society. As a social construction, race is tied up with boundary making processes via the creation of categories, classification and taxonomies. In the same way, ethnic groups create boundaries around their communities in order to distinguish ‘insiders’ from ‘outsiders’. In India, the process of state-formation itself has resulted in the production of ethnicity. The colonial categorisation of community on the basis of ethnic line continued even in independent India as the notion of ethnicity has been mostly used for political mobilisation of the groups. There has always been a paradoxical situation in India between the Nation building process on the one side and the separatist movement by various

ethnic groups within the Indian union on the other side. The final section studies the various ways in which race mediates political discourses and everyday practices of citizenship with special reference to issues in the North East of India. It will discuss the different racial practices with regard to citizenship laws; of the claims and counter claims to citizenship in India; the socio-political conditions of immigrants and the curtailment of migrations. It will study the process of racialization; conflicts and violence due to prejudice, stereotyping, discrimination, racial profiling and the responses of the state.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to:

1. Understand major concepts, issues, sociological perspectives, theories and debates concerned with 'ethnicity' and 'race'.
2. Describe important patterns of ethnic and racial inequality in India.
3. Demonstrate an understanding of ethnic and racial relations as a structure rather than just an individual phenomenon.
4. Encourage the students to expand their critical thinking and reflective skills on current issues of socio-political developments in relation to immigration, migration, ethnic conflicts, citizenship and racism.
5. Enable the students to execute an empirical approach to the study of ethnicity and race.
6. Develop sociologically informed questions about Ethnicity and Race that can serve as the basis for further intellectual inquiry or research.
7. Apply the knowledge learned in the class to interact appropriately and sensitively with people belonging to diverse ethnic and cultural groups given the multicultural landscape of India.

Course Requirements

1. Requirements will include regular attendance and active participation from the students.
2. There will be three internal assessments which include one open book exam, one book review and one analytical term paper. All internal exams carry 25 marks each and the best two internal marks will be counted for the final grade.
3. The book review can be from the readings in the course outline. If the book is chosen from outside the course outline, it should be done in consultation with the course instructor. A short write-up of 1000-2000 words is to be submitted.
4. For the analytical term paper of 1000-2000 words, students ought to choose from the following topics:
 - a) Armed Forces Special Powers Act, 1958 (AFSPA)
 - b) Citizenship (Amendment) Act, 2019

- c) Bengal Eastern Frontier Regulation, 1873 and Inner Line Permit System
 - d) Issues and debates on Illegal Immigrants: The case of Chakmas, Bangladeshis and others
 - e) The Bezbaruah Committee Report, 2014
 - f) The ILP movement in Manipur
 - g) Manifestations of racism against Northeasterners in mainland India
 - h) Atrocities on immigrants and migrants in North East India
 - i) Any other relevant topics in consultation with the course instructor
5. The final exam will be worth 50% of the grade.

Syllabus:

1. The Concept of Ethnicity and Race

- a) Origin of the concept of Ethnicity and Race.
- b) How are Race and Ethnicity related?
- c) Race and Ethnicity as Social Constructions

Readings

1. Banton, Michael. 1987. *Racial Theories*. Cambridge: Cambridge University Press. (pp. 196-235)
2. Kivisto, Peter and Paul R. Croll. 2012. *Race and Ethnicity: The Basics*. USA/Canada: Routledge. (pp. 1-25) (pp. 91-123)
3. Stephen M. Caliendo and Charlton D. McIlwain. 2011. *The Routledge Companion to Race and Ethnicity*. London and New York: Routledge. (pp. 3-20)

2. Race, Caste and Tribe

- a) Race, Caste and Tribe: The early origins of Indian Anthropometry
- b) Orientalist Constructions of India
- c) Is Caste Race?

Readings

1. Bates, Crispin. 1995. Race, Caste and Tribe in Central India: The early origins of Indian Anthropometry. in P. Robb (ed.) 'The Concept of Race in South Asia'. Delhi: OUP (pp. 219-259).
2. Dirks, Nicholas B. 1992. Castes of Mind. *Representations* (Special Issue: Imperial Fantasies and Postcolonial Histories). Winter: 56-78.
3. Guha, Sumit. 2015. States, Tribes, Castes: A Historical Re-exploration in Comparative Perspective. *Economic and Political Weekly*. L (46 &47): 50-57.

4. Inden, Ronald. 1986. Orientalist Constructions of India. *Modern Asian Studies*. 20 (3): 401-446.
5. Jodhka, Surinder S. 2016. Ascriptive Hierarchies: Caste and its Reproduction in Contemporary India. *Current Sociology Monograph*. 64 (2): 228-243.
6. McDuie-Ra, Duncan. 2015. *Debating Race in Contemporary India*. Palgrave Pivot.
7. Pinto, Ambrose. 2001. UN Conference against Racism: Is Caste Race? *Economic and Political Weekly*. July 28: 2817-2819.
8. Visvanathan, Shiv. 2001. Durban and Dalit Discourse. *Economic and Political Weekly*. 36 (33): 3123-3127.

3. Ethnicity, State and Nation

- a) Ethnic Groups and Ethnic Identity Formation
- b) Ethnic Groups and the State
- c) Ethnic Groups in Conflict
- d) Ethnic Groups and Boundaries
- e) The Sociology of Nationalism
- f) Nation as Imagined Community
- g) Ethno-Nationalists and Separatist Movements

Readings

1. Aloysius, G. 1997. *Nationalism without a Nation in India*. New Delhi: OUP.
2. Anderson, Benedict. 1933. *Imagined Communities: Reflections on the Origin and Spread of nationalism*. London: Verso.
3. Barth, Frederick. 1969. *Ethnic Groups and Boundaries*. London: George Allen and Unwin.
4. Brass, Paul R. 1991. *Ethnicity and Nationalism: Theory and Comparison*. Sage Publication: New Delhi. (pp. 18-40) (pp. 241-299)
5. Brubaker, Rogers. 2006. *Ethnicity without group*. Harvard University Press. (pp. 1-27)
6. Horowitz, Donald L. 1985. *Ethnic Groups in Conflict*. University of California Press: London.
7. Irschick, Eugene F. 1969. *The Non-Brahman Movement and Tamil Separatism, 1916-1929*. Berkeley and Los Angeles: University of California Press.
8. Nag, Sajal. 2002. *Contesting Marginality: Ethnicity, Insurgency and Sub-nationalism in North-East India*. New Delhi: Manohar.
9. Singh, Gurharpal. 2000. *Ethnic Conflict in India: A Case-Study of Punjab*. UK: Palgrave Macmillan.

4. Citizenship, Immigration and Racialization

Readings

1. Murji, Karim and John Solomos (Eds.) 2005. *Racialization: Studies in Theory and Practice*. New York: OUP.
2. Oommen, T.K. 2001. *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities*. Delhi: Polity Press.
3. Singh, Deepak K. 2009. *Stateless in South Asia: The Chakmas between Bangladesh and India*. Sage Studies.

For class discussion and material for term paper analysis

1. Achumi, I. H. (2019). Perceived Illegality of the Body: Reclaiming the Space in Nagaland. *Sociological Bulletin*, 68(2), 204-220. <https://doi.org/10.1177/0038022919848263>
2. Bhardwaj, Sanjay. 2014. Illegal Bangladeshi Migration: Evaluating India-Bangladesh Approaches. Centre for Land Warfare Studies (Pages 59-76).
3. Chadha, Vivek (ed.). 2012. Armed Forces Special Powers Act: The Debate. New Delhi: Institute for Defence Studies and Analyses. IDSA Monograph Series, No.7 November.
4. Haokip, Thongkhohal. 2020. From 'Chinky' to 'Coronavirus': Racism against Northeast Indians during the Covid-19 pandemic, *Asian Ethnicity*. <https://doi.org/10.1080/14631369.2020.1763161>.
5. Hazarika, Sanjoy. 2000. *Rites of passage: Border Crossings, Imagined Homelands, India's East and Bangladesh*. India: Penguin Books.
6. Kikon, Dolly and Bengt G. Karlsson. 2019. *Leaving the Land: Indigenous Migration and Affective Labour in India*. Cambridge University Press.
7. McDuie-Ra, Duncan. 2012. *Northeast Migrants in Delhi: Race, Refuge and Retail*. Netherlands: Amsterdam University Press.
8. Pachuau, Joy L.K. 2014. *Being Mizo: Identity and Belonging in Northeast India*. New Delhi: OUP. (pages 1-81).
9. Phanjoubam, Pradip. 2017. *The Northeast Question: Conflicts and Frontiers*. New Delhi: Routledge.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1	3	3	3	3	3	1	2	3	3	3	3
CLO2	3	3	3	3	3	1	2	2	3	3	3
CLO3	3	3	3	3	3	2	2	3	3	3	3
CLO4	3	3	3	3	3	3	3	2	3	3	3
CLO5	3	3	3	3	3	3	3	2	3	3	3
CLO6	3	3	3	3	2	3	3	3	3	3	3
CLO7	3	3	3	3	3	1	3	3	3	3	3

Digital Sociology

Optional Course

Course Teacher: Pushpesh Kumar

Aims and Objectives

With the internet becoming pervasive, moving from desktop to devices that can be worn on the body and transported to many locations, allowing the user to constantly connect to the net (blog.lse.uk), we certainly live in a 'digital age.' This course will initiate the participants to sociologically engage with the digital world to understand hegemonies, exclusions, and in-between spaces emerging therein. Unit-1 is about what constitutes digital society and how sociologists make sense of the 'superconnected', 'network society' and 'big data'? Unit-2 deals with digital capitalism- the connect between telecommunication and neoliberal corporate interests and modes of exclusion within digital societies. It further raises concerns on the algorithmic biases built into automated systems engendering discrimination and stereotypes? And, how do the uneven digital accessibilities sustain inequalities and impact the lives of different classes and communities? Unit-3 aims to understand how the growing digital

mediations impact and shape youth culture and how gender, sexuality, and subjectivities play out in the (dis)embodied space(s). The section following this is about the limits and possibilities of politicization on digital platforms. The participants will understand qualitative methods and epistemological nuances about sociological and social anthropological investigations of the digital spaces and the 'digitally social' incorporated in the last section. The course will further develop and evolve with time through participants' feedback/evaluations/reflections.

Unit-1

Understanding Digital Society and Digital Sociology

This unit focuses on what would constitute digital sociology, and can we talk about emerging 'digital society' both in western and non-western contexts?

Readings

Appadurai, Arjun. 2011. *Modernity at large: Cultural Dimensions of Globalization*. University of Minnesota Press.

Wark, M. *Virtual Geography: Living with Global Media Events*. New Jersey: John Wiley & Sons

Lupton, Deborah. 2014. *Digital Sociology*. New York: Routledge.

-----2013. 'Digital Sociology: Beyond Digital to Sociological', Conference Paper, Australian Sociological Association. [TASA paper - digital sociology.final.docx.v2.pdf \(usyd.edu.au\)](http://www.usyd.edu.au/TASA_paper_-_digital_sociology_final.docx.v2.pdf)

Selwyn, Neil. 2019. *What is Digital Sociology?* London: Polity Press.

Redshaw T. 2020. "What is Digital Society? Reflection on Aims and Purpose of Digital Sociology". *Sociology*, 54(2), pp.425-31

Chayko, Mary. 2016. *Superconnected: The Internet, Digital Media and Techno-Social life*. London: Sage

Wajcman, Judy and Nigel Dodd (eds). 2016. *The Sociology of Speed: Digital, Organizational and Social Temporalities*. OUP: Oxford.

Castells, Manuel. 2009. *The Rise of Network Society: The Information Age: Economy, Society and Culture*. New Jersey: Wiley-Blackwell

Lyon, David. 1991. *The Information Society: Issues and Illusions*. UK: Polity

Unit-2

Digital Capital and Structural Divide; Digital Media and Modes of Exclusion

The second unit is divided in two sections; the first addresses the connection between digital and capital and corporate interests and intends to deliberate on questions of labour and exploitation and why and how digital capitalism extracts data and what it does with the data. Section two is about modes of exclusions on the basis of race, caste, class, ability/disability and other axis of inequality and how they surface both in terms of digital (in)accessibility, and in the algorithmic biases built into automated systems.

Section-1 Digital Capitalism

Readings

Schiller, Dan. 1999. *Networking the Global Market System*. MIT Press.

Fuchs, Stephen. 2019. *Reading Marx in the Age of Digital Capitalism*. Pluto Press.

Janeway, Williams. *Doing Capitalism in the Innovation Economy*. Cambridge University Press.

Little, Ben and Alison Winch. 2021; *The New Patriarchs of Digital Capitalism: Celebrity Tech Founders and Networks of Power*. New York: Routledge.

Sadowski, Jathan and Frank Pasquale. 2020. *Too Smart: How Digital Capitalism is Extracting Data*. MIT Press.

Zuboff, Soshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at New Frontier of Power*. New York: PublicAffairs.

Heller, Nathan. 2017. 'Is Gig Economy Working?' [Is the Gig Economy Working? | The New Yorker](#)

Fuchs, Christian. 2014. *Digital Labour and Karl Marx*. New York: Routledge Scholz,

Trebor. 2012. *Digital Labour: The Internet as Playground and Factory*. New York: Routledge.

Parayil, G. 2005. *Political Economy and Information Capitalism in India*. UK: Palgrave Macmillan.

ILO Tandem. 2018. *Emerging Technologies and the Future of Work in India*. Delhi: International Labour Office DWT South Asia.

Section-2, Digital Media and Modes of Exclusion

Readings

Franklin, Seb. 2015. *Control: Digitality as Cultural Logic*. Cambridge: The MIT Press

Massimo, Ragnedda and Glean W. Muschert. 2017. *Theorizing Digital Divide*. New York: Routledge.

Dijk, Jan van. 2020. *The Digital Divide*. New Jersey: Wiley

Sassen, Saskia. 2014. *Expulsion: Brutality and Complexity in Global Economy*. Harvard University Press.

Scholz, Trebor. 2012. *Digital Labour: The Internet as Playground and Factory*. New York: Routledge.

Buranyi, Stephen. 2017. 'Rise of the Racist Robot: How AI is Learning All Our Worst Impulses?' [Rise of the racist robots – how AI is learning all our worst impulses | Inequality | The Guardian](#)

Rodino-Colocino, Michelle. 2006. 'Labouring Under Digital Divide', *New Media and Society*. <https://doi.org/10.1177%2F1461444806064487>

Vaidhehi, R., A, Bhimeshwar Reddy, Sudatta Banerjee. 2021. 'Explaining Caste-based Digital - divide in India'. [\[2106.15917\] Explaining Caste-based Digital Divide in India \(arxiv.org\)](#)

Parayil, G. 2005. *Political Economy and Information Capitalism in India*. UK: Palgrave Macmillan.

Spannos, Chris. 2016. 'Facebook and India: Introducing a Digital Caste System'. [Facebook and India: Introducing a digital caste system | New Internationalist](#)

Goggin, Gerard. 2017. 'Disability and Digital Inequality: Rethinking Digital Divide within Disability Theory'. In Massimo Ragnedda and Glenn Muschert (ed) *Theorizing Digital Divide*. New York: Routledge.

Yu, Biang et. al. 'E-inclusion or Digital Divide: An Integrated Model of Digital Inequality'. <https://doi.org/10.1002/pra2.2016.14505301099>

Heller, Nathan. 2017. 'Is Gig Economy Working?' [Is the Gig Economy Working? | The New Yorker](#)

Unit 3

Unit-3 is about youth culture, gender and sexuality and how they play out on digital platforms. It attempts to engage with both the emerging democratic possibilities as well as the violence and toxicity on these (digital) platforms.

Gender/Sexuality/Youth Culture/Self and Subjectivities in the Digital world

Readings

Eler, Alicia. 2017. *Selfie Generation: How Our Self Images is Changing our Notions of Privacy. Sex. Consent and Culture?* USA: Skyhorse Publishers

Barraket, Jo, Millsom S. Henry Warring. 2008. 'Getting it Online: Sociological Perspective on e-dating' *Journal of Sociology*. <https://doi.org/10.1177%2F1440783308089167>

Hobbs, Mitchell et. al. 2016. Liquid Love: Dating Apps, Sex, Relationships and Digital transformation of Intimacy. *Journal of Sociology*.
<https://doi.org/10.1177%2F1440783316662718>

Delamere, Fern M. and Susan M. Shaw. 2008. 'They see it as a Guys Game: The Politics of Gender in Digital Games'. *Leisure/Loisir*, 32 (2), pp. 279-302

Massanari, A. 2015. '#Gamergate and Fapping: How Reddit's Algorithm, Governance and Culture Support Toxic Technocultures', *New Media and Society*,
<https://doi.org/10.1177%2F1461444815608807>

Massanari, A, 2016. Damseling for Dollars: Toxic Techno Cultures and Geek Masculinity', In Rebecca Ann Linn (ed), *Race and Gender in Electronic Media*. New York: Routledge.

Saka, Erkan. 2020. 'Big Data and Gender Biased Algorithms'. *The International Encyclopedia of Gender, Media and Communications*. <https://doi.org/10.1002/9781119429128.iegmc267>

Kokra, Sonali. 2017. 'How cringe Pop "Bol Na Aunty" Turn into a Tool for Sexism and Eventually Rape Threats. [How Cringe Pop 'Bol Na Aunty' Turned Into A Tool For Sexism, And Eventually, Rape Threats | HuffPost null](#)

Unit 4

The participants will try to delineate here to what extent digitalization offers spaces of resistance and protest and emergence of online counterpublics/communities with an understanding of the limits of such possibilities which must be brought in through the assignments and classroom discussions and presentations?

Resistance and Organizing: New Media

Thakurta, Paranjay Guha and Cyril Sam. 2019. *The Real Face of Facebook in India*. AuthorsUpfront.

Nayar, Pramod K. 2011. 'The Digital Dalit: Subalternity and Cyberspace'. *The Sri Lanka Journal of Humanities*. XXXVII (1&2), pp. 69-74

Thakur, Arvind Kumar. 2019. 'New Media and Dalit Counter Public Sphere', *Television and New Media* <https://doi.org/10.1177%2F1527476419872133>

Sadiki, Larbi. 2015. *Routledge Handbook of Arab Spring: Rethinking Democratization*, New York: Routledge.

Wolfsfeld et.al. 2013. 'Social Media and Arab Spring: Politics Comes First'. *The International Journal of Press and Politics*. <https://doi.org/10.1177%2F1940161212471716>

Mundt, Marcia et al. 2018. Scaling Social Movement through Social Media: The Case of Black lives Matter. *Social Media + Society*, <https://doi.org/10.1177%2F2056305118807911>

Braidotti, Rosi. 'Cyberfeminism with a Difference'. In Michael Peters, Mark Olssen and Colin Lankshear (eds) *Futures of Critical Theory: Dreams of Difference*. Lanham: Rowman and Littlefield Publishers. Pp. 239-59

Brophy, J.E. 'Developing a Corporeal Cyberfeminism: Beyond Cyberutopia'. *New Media and Society*, 12 (6), pp. 929-945.

Petri, Gabor. 'Disability Rights Advocacy Online: Voice, Empowerment and Global Connectivity'. *Disability and Society*, 33 (9)

Pearson. Charlotte and Filippo Trevisan. 2015. 'Disability Activism in the New Media Ecology: Campaigning Strategy in the Digital Era'. *Disability and Society*. 30 (6). <https://doi.org/10.1080/09687599.2015.1051516>

Unit-5

The last unit is about how to carry out sociological and anthropological research with regard to digitalization and digital platforms/spaces.

Researching Digital Spaces

Readings

Gabe, Ignatow. 2020. *Sociological Theory in Digital Age*. London: Routledge.

Uprichard, Emma. 2012 'Being Stuck in (Live) Time: The Sticky Sociological Imagination'. *The Sociological Review*, <https://doi.org/10.1111/j.1467-954X.2012.002120.x>

Back, Les and Nirmal Puar. 2012. 'A Manifesto for Live Methods: Provocations and Capacities'. *Sociological Review*, <https://doi.org/10.1111/j.1467-954X.2012.02114.x>

Bygstad, Bendik and Arne Dulsrud. 2020. 'Digital Ecosystem as a Unit of Scientific AnalysisL A Sociological Investigation'. *Proceedings of 53rd Hawaii International Conference on System Science*. [Microsoft Word - Digital ecosystems as a unit of analysis-final-HICSS-uten-koder.docx \(hawaii.edu\)](https://www.microsoft.com/en-us/research/publication/digital-ecosystems-as-a-unit-of-analysis-final-hicss-uten-koder.docx)

Fuchs, Christian. 2019. “What is Critical Digital Social Research? Five reflections on Study of Digital Society”. *Journal of Digital Social Research*, vol 1, no 1, pp. [Digital social research — Articles — Journal of Digital Social Research \(jdsr.io\)](#)

Crystal, Abidin, 2019. ‘Tacit Labours of Digital Social Research as an early Career Researcher’. *Journal of Digital Social Research*. vol 1, no1 [Digital social research — Articles — Journal of Digital Social Research \(jdsr.io\)](#)

Pink, Sarah et al. 2015. *Digital Ethnography: Principles and Practice*. London: Sage

Hjorth, Larissa et al. 2019. *The Routledge Companion to Digital Ethnography*. New York: Routledge

Knox, Hannah and Dawan Nafus. 2018. *Ethnography for a Data saturated World*. Manchester: Manchester University Press.

Doing Socio-Legal Studies

Mr. N. Annavaram

Optional course for the students of MA. In social sciences

credits: 4

prerequisites: None.

It is more pertinent than ever before for social science students and practitioners to acquaint themselves with the nuances of law and its relationship with society. Such an acquaintance is not just desirable but is increasingly becoming inevitable as the interaction between legal processes and social institutions is taking a new turn, opening up new possibilities as well as throwing up new challenges at the same time. It may not, then, be an exaggeration to state that the 21st-century social science learning would be incomplete if it fails to pay adequate attention to the functioning of law and its interactions with social structures.

Methodologically and theoretically, thus, it remains the responsibility of social science research to explain the legal phenomenon and its complex relationship with social actors and institutions. It is in this context that socio-legal studies has developed as a field of investigation into what look like two disparate paradigms — law and society — operating in their own right. This interdisciplinary enterprise can be a double-edged sword for learners: first, they will be challenged to rethink some of the research strategies they have learned as part of their disciplinary training; second, perhaps most importantly,, they will be equipped to critically interrogate the presuppositions of legal ideas, practices and institutions, but without necessarily devaluing the law's significance as an important social system.

Socio-legal studies is an interdisciplinary pursuit where law meets social sciences and humanities, and vice-versa. Its primary focus is to interrogate the interstices of social action and legal space. It helps us uncover law's hidden agendas translated into social codes, culture's negotiations for legal acceptance, everyday nuances of codes, customs, compliance, deviance, enforcement, penalty, punishment and protest. Socio legal studies also infuses a new methodological rigour into social science research on one hand and a rethinking of strategies in legal practice and thought on the other. It is in this context that the present course is intended to introduce students to both theoretical and methodological forays of this interdisciplinary pursuit through a systematic pedagogic training.

Course Objectives

- To introduce the fundamental aspects of socio-legal thought;
- to discuss the perspectives of legal history;
- to demonstrate the everyday life of law as enmeshed in social categories;
- to train students in interdisciplinary methods for deciphering the social and the legal as subjects of critical enquiry;

to equip students for conducting research, using socio-legal studies as a distinct methodology.

Learning Outcomes

After the successful completion of the course, the students will be able to

explain social science approaches to law;
extrapolate historical sources of legal institutions, codes, legal practices and procedures;
analyse legal opinions, court orders/judgements, legislative enactments and executive policies,, and frames of administrative referencing;
critically analyse judicial orders juxtaposed to social sanctions and cultural practices in the light of legal prescriptions (as in “customs at the backdrop of codes”);
to read and prepare policy papers, legal drafts, and notes for advocacy and research;
conduct both the evidentiary and philosophical research in the fields of socio-legal studies.

Course Outline

The course is divided primarily into four units, each intended to introduce the debates relevant for a specific theme as specified in the course objectives:

Approaches to Socio-Legal Studies: the unit would be a brief exposition of socio-legal thought, its evolution , nuances and complexities. It surveys the ideas of legality in the writings of modern social science proponents in general and sociologists in particular. Besides, the unit also examines the notions of sociality among law practitioners, legal philosophers and even in courtroom exchanges. So the objective of the unit is twofold: to find out “the legality” in social science thinking, and to recover “the sociality” in legal practice and philosophy.

Perspectives from the Legal History: the emphasis in this part of the course is twofold: colonialism and law, and the disciplinary evolution of sociology of constitutions. The attempt would be to train students in seeing both the projects — colonial law and sociological analysis of constitutions — as two separate yet closely interspersing exercises, particularly the latter deeply rooted in the former.

The Social Life of Everyday Law: the attempt of this unit would be to discuss the law as it is lived out in everyday transactions of social institutions/categories/ideas/contestation. To this end, the categories of enquiry will be taken up for discussion under three broad subsets:

Law, Gender and Disability;
Law, Family, Caste, Class, Race and Tribe;
Law, Language, Region, Religion and Nation.

Methods and Methodology of Socio-Legal Studies: the objective of the unit is to train students in the deployment of research methods to understand and account for the phenomena of the “social” and the “legal”, on one hand, and to obtain a scientific grounding in the methodology of socio-legal studies, recognising it as a distinct field of research, on the other hand. Towards that goal, the focus will be on the following, among other things:

legal ethnography;

multi-cited approach;

techniques of using/referencing legal sources for academic writing and research;

hearing, seeing and sensing law;

decoding the aesthetics of legal architecture;

discerning the everyday life of legal files, courtroom hearings and judicial orders.

Readings Unit-wise

Approaches to Socio-Legal Studies:

Lempert, R., & Sanders, J. (2016). *An Invitation to Law and Social Science*. Pennsylvania: University of Pennsylvania Press.

Stone, J. (1966). *Law and the Social Sciences: The Second Half Century*. Minnesota: University of Minnesota Press.

Sarat, A., & Ewick, P. (Eds.). (2015). *The Handbook of Law and Society*. New Jersey: John Wiley & Sons. (Introduction and selected chapters).

Trevino, A. J. (Ed.). (2011). *Classic Writings in Law and Society: Second Edition*. New Jersey: Transaction Publishers. (Selected chapters).

Chriss, J. J. (2019). *Law and Society: A Sociological Approach*. London: SAGE Publications.

Cotterrell, R. (1977). Durkheim on legal development and social solidarity. *Brit. JL & Soc’y*, 4, 241.

Rheinstein, M. (Ed.), Shils, E. A. (Trans.). (1967). *Max Weber on Law in Economy and Society*. New York: Simon and Schuster.

Kennedy, D. (2003). The disenchantment of logically formal legal rationality, or Max Weber’s sociology in the genealogy of the contemporary mode of Western legal thought. *Hastings LJ*, 55, 1031.

Trevino, A. J. (2021). *Talcott Parsons on Law and the Legal System*. New York: Cambridge Scholars Publishing.

- Beirne, P., & Quinney, R. (1982). *Marxism and Law*. New York: Wiley. (Selected pages).
- Cain, M. (1974). The Main Themes of Marx and Engels' Sociology of Law. *Brit. J.L & Soc'y*, 1, 136.
- Hunt, A., & Wickham, G. (1994). *Foucault and Law: Towards a Sociology of Law as Governance*. London: Pluto Press.
- Kennedy, D. (1991). The stakes of law, or Hale and Foucault. *Legal Stud. F.*, 15, 327.
- Schiff, D. N. (1976). Socio-legal theory: Social structure and law. *The Modern Law Review*, 39(3), 287–310.
- Baxi, U. (1986). *Towards a Sociology of Indian Law*. Delhi: Satvahan.
- Deva, I. (Ed.). (2010). *Sociology of Law*. Delhi: Oxford University Press. (Selected chapters).
- Galanter, M. (1992). *Law and Society in Modern India*. Delhi: Oxford University Press.
- Gandhi, J. (2004). *Law, State, and Society: Indian Context*. Jaipur: Rawat Publications.
- Dhyani, S. N. (1985). *Jurisprudence, a Study of Indian Legal Theory*. Delhi: Metropolitan Book Company. (Introduction).
- Luhmann, N. (2013). *A sociological theory of law*. London: Routledge.
- MacCormick, N. (1994). *Legal Reasoning and Legal Theory*. New York: Clarendon Press.
- Sharma, K. L. (1982). SOCIOLOGY OF LAW AND LEGAL PROFESSION: A CROSSCULTURAL THEORETICAL PERSPECTIVE. *Journal of the Indian Law Institute*, 24(2/3), 528–547.
- Gandhi, J. S. (1987). *Sociology of Legal Profession, Law, and Legal System: The Indian Setting*. Delhi: Gian Publishing House.

Perspectives from the Legal History

- Baxi, U. (1985). *Courage, Craft, and Contention: The Indian Supreme Court in the Eighties*. Bombay: N.M. Tripathi. (Selected pages).
- Gadbois, Jr, G. H. (2011). *Judges of the Supreme Court of India: 1950 - 1989*. New Delhi: Oxford University Press. (selected pages).

Chandrachud, A. (2015). *An Independent, Colonial Judiciary: A History of the Bombay High Court during the British Raj, 1862–1947*. Delhi: Oxford University Press. (Introduction and selected sections).

Lubin, T., Jr, D. R. D., & Krishnan, J. K. (Eds.). (2010). *Hinduism and Law: An Introduction*. Delhi: Cambridge University Press. (Introduction and selected chapters).

Suresh, M. (2016). Counter-archive as staging dissensus. In S. Motha & H. van Rijswijk (Eds.), *Law, Memory, Violence: Uncovering the Counter-Archive*. London: Routledge.

Khorakiwala, R. (2020). *From the Colonial to the Contemporary: Images, Iconography, Memories, and Performances of Law in India's High Courts*. Delhi: Bloomsbury Publishing. (Selected Chapters).

Chatterjee, N., & Subramanian, L. (2014). Law and the Spaces of Empire: Introduction to the Special Issue. *Journal of Colonialism and Colonial History*, 15(1).
<https://doi.org/10.1353/cch.2014.0012>

The Social Life of Everyday Law

MacCormick, N. (2007). *Institutions of Law: An Essay in Legal Theory*. Delhi: Oxford University Press.

Ross, H. (2001). *Law as a Social Institution*. London: Hart Publishing.

Bartlett, K., & Kennedy, R. (2019). *Feminist Legal Theory: Readings in Law and Gender*. London: Routledge. (Selected pages).

Merry, S. E. (2009). *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press. (Selected chapters).

Kannabiran, K. (Ed.). (2013). *Women and Law: Critical Feminist Perspectives*. Delhi: SAGE Publications. (Introduction and selected chapters).

Baxi, P. (2014). *Public Secrets of Law: Rape Trials in India*. Delhi: Oxford University Press. (Introduction and chapter 4).

Garth, B. G., & Sarat, A. (1998). *Justice and Power in Sociological Studies*. Chicago: Northwestern University Press.

Kannabiran, K. (2022). *Routledge Readings on Law and Social Justice: Disposessions, Marginalities, Rights*. New York: Taylor & Francis. (selected chapters).

Cover, R. M. (1985). Violence and the Word. *Yale Lj*, 95, 1601.

Kargman, M. W. (1959). A socio-legal analysis of family role conflict. *Marriage and Family Living*, 21(3), 275–278.

Obasogie, O. K. (2010). Do Blind People See Race? Social, Legal, and Theoretical Considerations. *Law & Society Review*, 44(3–4), 585–616.

Wagner, A., & Sherwin, R. K. (Eds.). (2013). *Law, Culture and Visual Studies*. Berlin: Springer Science & Business Media. (Introduction and selected chapters).

Baxi, U. (1988). *Law and Poverty: Critical Essays*. Bombay: N.M. Tripathi.

Baxi, U. (2013). Law and Unmet Social Needs. *Journal of National Law University Delhi*, 1(1), 1–14.

Suresh, M. (2023). *Terror Trials: Life and Law in Delhi's Courts*. Delhi: Fordham University Press.

Methods and Methodology of Socio-Legal Studies

Hoecke, M. V. (Ed.). (2011). *Methodologies of Legal Research: Which Kind of Method for What Kind of Discipline?* Delhi: Bloomsbury Publishing.

Banakar, R. And Travers, M. (2005). *Theory and method in socio-legal research*. New York: Bloomsbury Publishing. (Selected pages).

Cotterrell, R. (1998). Why Must Legal Ideas Be Interpreted Sociologically? *Journal of Law and Society*, 25(2), 171–192.

Banakar, R. (2003). *Merging Law and Sociology: Beyond the Dichotomies in Socio-legal Research*. Glienicke: Galda + Wilch Verlag.

Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., & Tacchi, J. (2015). *Digital Ethnography: Principles and Practice*. London: SAGE.

Kumar, S. (2017). Interpreting the scales of justice: Architecture, symbolism and semiotics of the Supreme Court of India. *International Journal for the Semiotics of Law-Revue Internationale de Sémiotique Juridique*, 30(4), 637–675.

Mulcahy, L. (2007). Architects of Justice: The Politics of Courtroom Design. *Social & Legal Studies*, 16(3), 383–403.

Resnik, J., Curtis, D., & Tait, A. (2014). Constructing courts: Architecture, the ideology of judging, and the public sphere. *Law, Culture and Visual Studies*, 515–545.

Parker, J. E. K. (2015). *Acoustic Jurisprudence: Listening to the Trial of Simon Bikindi*. Oxford: Oxford University Press.

Note

Besides the primary readings listed above, the course instructor may provide other supplementary readings including court judgements and policy papers relevant for class discussions.

The course will follow a continuous and comprehensive assessment system in line with the academic standards set by the university.

Proposed by N. Annavaram, Department of Sociology, School of Social Sciences.