



DEPARTMENT OF SOCIOLOGY

PROPOSED SYLLABUS FOR MASTER'S DEGREE IN SOCIOLOGY 2010-2012

MASTER OF ARTS IN SOCIOLOGY

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

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

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

PROPOSED COURSE STRUCTURE 2010-2012
I SEMESTER

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

II SEMESTER

Course	Title	Hrs/week	Marks	Credit
MSO231	Theoretical Traditions in Sociology	4	100	4
MSO232	Development and Globalization	4	100	4
MSO233	Social Stratification	4	100	4
MSO234	Indian Diaspora	4	100	4
MSO235	Applied Sociology	4	100	4
MSO281	Statistics and SPSS	2	50	2
MSO282	NGO Internship	8	50	2
	TOTAL	30	600	24

III SEMESTER

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

IV SEMESTER

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

SEMESTER ONE

HISTORY OF SOCIOLOGICAL ANALYSIS MSO 131/SEMESTER I

4 Hours/Week: 4 Credits

60 Hours

Paper objectives :

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

Unit I: Historical context of the emergence of Sociology

15 Hours

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

Unit II: Emile Durkheim (1858 – 1917)

15 Hours

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

Unit III: Karl Marx (1818 – 1883)

15 Hours

- 1 Materialist conception of History
- 2 Class & class conflict, class consciousness
- 3 Alienation

Unit IV: Max Weber (1864 – 1920)

15 Hours

- 1 Conception of sociology as the study of social action
- 2 The concept of ideal types, typology of authority
- 3 Historical trends towards rationalization and bureaucratization, the idealistic interpretation of capitalism and the role of religion.

Essential Readings

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

Recommended Readings

- 1) Lukes, Steven. *Emile Durkheim: His Life and Work*. Harmondsworth: Penguin, 1972.
- 2) Nisbet, R.A. *The Sociological Tradition*. London: Heinemann, 1976.
- 3) Weber, M. *Economy and Society* (Vol 1, Part 1, Chaps. 1 & 2.). Berkeley: University of California Press.
- 4) Stones, Rob. *Key Sociological Thinkers*. London: Macmillan, 1998.
- 5) Mills, C. Wright. *The Sociological Imagination*. New York: Oxford University Press, 2000.

**APPROACHES TO THE STUDY OF INDIAN SOCIETY
MSO 132/ SEMESTER I**

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Caste

20 Hours

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

Unit II: Village Studies

10 Hours

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

Unit III: Religion

10 Hours

1. Indological perspective Weber, William Jones and Max Muller,
2. Structural functionalist perspective M N Srinivas
3. Conflict Approach
4. Structuralist perspective with reference to Veena Das and Uberoi
5. Subaltern Perspective Kancha Illiah

Unit IV: Family and Kinship

10 Hours

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

Unit V: Tribe

10 Hours

1. Indological perspective Rivers
2. Structural functionalist perspective N K Bose
3. Subaltern Perspective Ramachandra Guha, Tanika Sarkar

Essential Readings

- 1) Cohn, Bernard. *An Anthropologist among the Historians and other Essays*. New Delhi: Oxford University Press, 1987
- 2) Desai A R, *Social Background of Indian Nationalism*. Bombay: Oxford University Press, 1948
- 3) Desai, A.R. *Rural Sociology in India* (5th Edition). Popular Prakashan, 2001
- 4) Dumont, L. *Homo Hierarchicus: The Caste System and its Implications*. Chicago: University Press, 1970
- 5) Dumont, L. *The 'Village Community' from Munro to Maine*, 1966.
- 6) Guha, Ranajit, ed., *Subaltern Studies-Writings of South Asian History and Society* (Vol.1) Delhi: OUP, 1982.
- 7) Said, Edward. *Orientalism*. Vintage Books, 1978.
- 8) Srinivas,M.N. *Collected Essays*. New Delhi: Oxford University Press, 2002.

Recommended Readings

- 1) Beteille, Andre. *Sociology: Essays on approaches and Method*. New Delhi: OUP, 2002
- 2) Beteille, Andre. *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Berkely: University of California Press, 1966.
- 3) Deshpande, Satish. *Contemporary India: A Sociological View*. New Delhi: Viking, 2003.
- 4) Dhanagare D N, *Themes and Perspectives in Indian Sociology* (Chapter 5), Jaipur: Rawat publications, 1993.
- 5) Gupta, Dipankar, ed. *Social Stratification*, New Delhi: Oxford University Press, 1991.
- 6) Madan, T.N. *Pathways*, New Delhi: Oxford University Press, 1992.
- 7) Quigly, Declan. *Interpretation of Caste*. New Delhi: Oxford University Press, 1995.
- 8) Singh, Yogendra. *Indian Sociology*. Vistar Publications, 1986.

SOCIAL RESEARCH METHODS
MSO 133/ SEMESTER I

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Starting Social Research

15 Hours

- 1 Research problem and its identification
- 2 Review of existing Literature: Its significance and procedure
- 3 Conceptualization, operationalization, and measurement
- 4 Research design and its relevance
- 5 Research proposal and its components

Unit II: Collecting Data

15 Hours

- 1 Social research data and its forms (text and visual/audio; quantitative and qualitative)
- 2 Selection of data: Sampling and its various types
- 3 Methods for collection of data: Observation, Interview, Survey, Content analysis, Case study
- 4 Techniques of recording data: electronic (audio recorder/video camera) and manual (field note, painting)

Unit III: Processing and analyzing Data

10 Hours

- 1 Data Processing: Coding and Tabulation
- 2 Analysis and interpretation of data
- 3 Presentation of data

Unit IV: Practical Session and Reporting

20 Hours

- 1 Forms of reports: Presentation, article, book, dissertation monograph, and research note
- 2 Structure of dissertation: Various chapter and their significance
- 3 Citation and referencing: Introduction to various styles like APA and MLA
- 4 Reporting and power: Relationship between researcher and researched

Essential Readings

- 1) Babbie, Earl. *The Basics of Social Research*. London: Wadsworth Publications, 2002.
- 2) Bailey, Kenneth D. *Methods of Social Research*. 1978.
- 3) Goode, William, and Paul K. Hatt. *Methods in Social Research*. New York: McGraw Hill, 1952.

- 4) Gulati, Leela. "Small is Beautiful: Case Study as a Method in Social Science." *Thinking Social Science in India: Essays in Honour of Alice Thorner*. Ed. Patel, Bagchi, and Raj. New Delhi: Sage Publications, 2002.
- 5) Kothari, C.R. *Research Methodology*. New Delhi: Vishwa Prakashan, 1990.
- 6) Young, Pauline. *Scientific Social Survey and Research*. New York: Prentice Hall, 1960.

SOCIOLOGY OF URBAN LIFE
MSO 134/ SEMESTER I

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Sociological Perspectives of Urban Life

15 Hours

- 1 The City as a sociological construct
- 2 Urbanization as a perspective of Social and Historical Analysis
- 3 The Global City

Unit II: Sociological Approaches to the Study of Urban Life

15 Hours

- 1 Contribution of Theorists:
 - a) Emile Durkheim – Mechanical and Organic Solidarity
 - b) Ferdinand Toennies – Gemeinschaft and Gessellschaft
 - c) George Simmel: ‘Metropolis and Mental Life’
- 2 Max Weber’s Ideal Typical City
- 3 Chicago School – Robert Park– Louis Wirth – Manuel Castells – David Harvey – New Marxist School.

Unit III: Urbanisation in India

15 Hours

- 1 Sociological studies of Urbanization in India – the locational aspects of Urbanisation.
- 2 Spatial patterns of urbanization in India
- 3 Rural – urban Migration
- 4 Slums – Oscar Lewis’ study of Culture of Poverty
- 5 Indian Slum: Field Visit and a study of characteristics and dynamics

Unit IV: Urban Planning and Development

15 Hours

- 1 Aims and Goals of Urban Planning
- 2 Problems of Relocation and Rehabilitation
- 3 Inequalities in Land Market and Housing.
- 4 Community Mobilisation/Participation
- 5 Administrative Bodies in Urban Planning
- 6 Sustainable Development of Cities – Urban Renewal Projects, Satellite Towns.
- 7 Traffic and Transport

Essential Readings

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

Recommended Readings

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

SOCIAL DEMOGRAPHY
MSO 135/ SEMESTER I

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Demography

05 Hours

- 1 A brief introduction to the discipline
- 2 Definitions

Unit II: Characteristics of the Population

10 Hours

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

Unit III: Theoretical Perspectives

15 Hours

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

Unit IV: Population Processes

1 Fertility and Fecundity

10 Hours

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

2 Migration

10 Hours

- a. Definition
- b. Measuring Migration
- c. Theories of Migration

- d. Migration Patterns – streams of migration
 - e. Impact of Migration, both at the place of origin and the place of destination
- 3 Mortality and Morbidity **10 Hours**
- a. Definitions
 - b. Measuring mortality
 - c. Differentials with special emphasis on India: Rural-urban, age, gender, class, caste, region and religion.
 - d. Health and Aging

Essential Readings

- 1) Bhende, Asha, and Tara Kanitkar. *Principles of Population Studies*. India: Himalaya Publishing House, 1978/97.
- 2) Census of India Reports- 2001
- 3) Pathak, Lalit P. *Population Studies* (Chapters 1 and 2). India: Rawat, 1998.
- 4) Weeks, John. *Population: An Introduction to Concepts and Issues*. California: Wadsworth Publishing Company, 2002.

Recommended Readings

- 1) <http://www.chaf.lib.latrobe.edu.au/census/>
- 2) <https://www.cia.gov/library/publications/the-world-factbook/>
- 3) Srinivasan, K. *Population Policies and Family Planning Programmes in India: A Review and Recommendations*. IIPS Newsletter, 2006.
- 4) www.censusindia.net

**COMPUTER FUNDAMENTALS
MSO181/ SEMESTER I**

2 Hours/Week: 2Credits

30Hours

Paper Objectives:

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

Unit I: Computer Fundamentals

05 Hours

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

Unit II: MSOFFICE 2000 and XP

05 Hours

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

Unit III: Internet and Social Science Information

05 Hours

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

Practical sessions:

15 Hours

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

Essential Readings:

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



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Bangalore

Department of Sociology

NGO INTERNSHIP I MSO182/ SEMESTER I

2 Credits

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

SEMESTER TWO

THEORETICAL TRADITIONS IN SOCIOLOGY MSO 231/SEMESTER II

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Introduction to Sociological Theory

05 Hours

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

Unit II: Structural Functionalism

20 Hours

- 1 Structural Theory: Contributions of Early Anthropologists & emergence of Functionalism.
 - a) Emile Durkehim, Max Weber, Malinowski and Radcliffe-Brown.
- 2 The Analytical Functionalism: Talcott Parsons
 - a) The structure of Social Action
 - b) The Social System.
- 3 The Empirical Functionalism of R.K. Merton
 - a) Theories of the Middle Range
 - b) Merton's Paradigm for Functional Analysis.

Unit III: Conflict Theory

15 Hours

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

Unit IV: Interactionist Theory

20 Hours

- 1 Emergence of Interactionist Tradition, contributions of early interactionists
 - a) C.H.Cooley
- 2 G.H.Mead's idea on Mind, Self and Society.
 - a) Alfred Schutz and Phenomenology
 - b) The symbolic Interactionism of H.Blumer and Manford Kuhn
- 3 The Ethnomethodological Challenge.
 - a) Garfinkel's Ethnomethodology

Essential Readings:

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

Recommended Readings:

- 1) Blumer. H. *Symbolic Interactionism: Perspective & Methods*. Prentice Hall, 1969.
- 2) Collins Randall. *Conflict Sociology*, New York: Academic Press, 1975.
- 3) Abraham, F.A. *Modern Sociological Theory*. New Delhi: Oxford University Press, 1982.
- 4) Mead, G.H. *Mind Self and Society*. Chicago: University of Chicago Press, 1934.
- 5) Merton, R.K. *Social Theory and Social Structure*. Free Press, 1949.
- 6) Parsons Talcott. *The Social System*. New York: Free Press, 1951.
- 7) Skidmore, W. *Theoretical Thinking in Sociology*. Cambridge: Cambridge University Press, 1975.

**DEVELOPMENT AND GLOBALIZATION
MSOC 232/ SEMESTER II**

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Origin of the concept of development

10 Hours

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

Unit II: Neo Colonialism and the critique of capitalist mode of development

15 Hours

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

Unit III: Deconstructing development

20 Hours

- 1 Development dictionary
- 2 Encountering Development: Arturo Escobar
- 3 Alternative forms of Development

Unit IV: Theories of Globalisation

15Hours

- 1 Globalisation as compression of the world
- 2 Reflexivity and time- space distancing
- 3 Disjuncture and difference in global cultural economy

Essential Readings

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

Recommended Readings

- 1) Alavi, H.D., and T. Shanin, eds., *Introduction to the Sociology of Developing Societies*, London: MacMilan , 1982.
- 2) Gallagher, Kelvil P. *Putting Development First*. New Delhi: Zed books, 2005.
- 3) Hoogvelt, Ankie. *Globalisation and the Post Colonial World: The New Political Economy of Development*. London: Macmillan publications, 1997.
- 4) Larrain, Jorge. *Theories of Development*. Cambridge: Polity Press, 1989.
- 5) Nandy, Ashis. *Romance of the State and the Fate of Dissent in the Tropics*. Oxford: Oxford University Press, 2003.
- 6) Preston, P.W. *Development Theory*. New Delhi: Blackwell Publication, 2001.
- 7) Rist, Gilbert. *The History of Development*. New Delhi: Academic Foundation Publication, 2002.
- 8) Rist, Gilbert. *The History of Development*. London: Zed Books, 1999.
- 9) Robertson, R. *Globalization: Social Theory and Global Culture*. London: Sage, 1992.
- 10) Timmons, Roberts, and Any Hite, eds. *From Globalisation to Modernisation*. London: Blackwell Publishers, 2000.
- 11) Wallerstein, Immanuel. "Development: Lodestar or Illusion?" *Capitalism and Development*. Ed. L. Sklair, London: Routledge, 1994.

SOCIAL STRATIFICATION
MSO 233/III SEMESTER

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Theoretical Frame works

10 Hours

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

Unit II: Caste as a System of Stratification: Theoretical Debates on Caste

15 Hours

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

Unit III: Class as a system of Stratification

15 Hours

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

Unit IV: Race and Ethnicity

10 Hours

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

Unit V: Gender as a System of Stratification

10 Hours

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

Essential Readings

- 1) Beteille, Andre. *Caste Class and power: Changing Social Stratification in a Tanjore Village*. New Delhi: Oxford University Press, 1965.
- 2) Beteille, Andre. "Race, Caste and Gender." *Man* (New Series) 25.3 (1990): 489-504.
- 3) Cox, Oliver C. "Race and Caste: A Distinction" *American Journal of Sociology* 50.5 (1945): 360-368.
- 4) Deshpande, Satish. *Contemporary India: A Sociological View*. Delhi: Penguin Books, 2003.
- 5) Dirks. N.B. *Caste of Mind: Colonialism and Making of Modern India*. Princeton: Princeton University Press, 2001.
- 6) Gupta, Dipankar, ed. *Social Stratification*. New Delhi: Oxford University Press, 1991.
- 7) Srinivas, M.N., ed. *Caste: Its 20th Century Avatar*. Delhi: Penguin Books, 1999.
- 8) Reddy, Deepa S. "The Ethnicity of Caste." *Anthropological Quarterly* 78.3 (2005): 543-584.
- 9) Sharma, K.L. *Social Stratification & Mobility*. New Delhi: Rawat Publications, 1997.
- 10) Singer, Milton J. "Ethnicity." *Annual Review of Sociology* 11 (1985): 151-180.
- 11) Smedley, Audrey. "Race and the Construction of Human Identity." *American Anthropologist* (New Series) 100.3 (1998): 690-702.
- 12) Srinivas, M.N. *Dominant Caste & other Essays*. New Delhi: Oxford University Press.

Recommended Readings

- 1) Mohanty, Manoranjan, ed. *Class, Caste, Gender*. New Delhi: Sage, 2004.
- 2) Polity Reader in Gender Studies.
- 3) Sathyamurthy, T.V., ed. *Class Formation and Political Transformation, in Post Colonial India*.
- 4) Tumin, M.M. *Social Stratification: The Forms and Functions of Social Inequality*. Prentice-Hall, 1997.
- 5) Weber, Max. "Politics as a Vocation." *From Max Weber: Essays in Sociology*. Ed. H.H. Gerth and C.W. Mills. London: Routledge, 1948.

**INDIAN DIASPORA
MSO 234/ SEMESTER II**

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Diaspora

10 Hours

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

Unit II: Indian Diaspora

20 Hours

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

Unit III: Representation of the Indian Diaspora in Literature and Cinema

15 Hours

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

Unit IV: India and the Indian Diaspora

15 Hours

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

Essential Readings

- 1) Gogate, Sudha. "Impact of Migration to the Middle East on Rural Ratnagiri." *A Reader in Urban Sociology*. Eds. M.S.A. Rao, Bhat and Kadekar. India: Orient Longman, 1991.
- 2) Jain, R.K. *Working Paper on the Indian Diaspora*.
- 3) Jayaram, N., ed. *The Indian Diaspora: Dynamics of Migration*. New Delhi: Sage, 2004.
- 4) Jayawardena, Chandra. "Migration and Social Change: A Survey of Indian Communities Overseas." *Geographical Review* 58.3 (1968): 426-449.
- 5) Lahiri, Jhumpa. *Interpreter of Maladies*. USA: Mariner Books, 1999.
- 6) Sahoo, and Brij Maharaj. *Sociology of Diaspora: A Reader*. India: Rawat Publications, 2007.
- 7) Uberoi, Patricia. *Freedom and Destiny: Gender, Family and Popular Culture in India* (Chapter 6). New Delhi: OUP, 2006.

Recommended Readings

- 1) Bates, Crispin, ed. *Community, Empire and Migration: South Asians in Diaspora*. Orient Longman, 2001.
- 2) Kadekar, Laxmi et.al. *The Indian Diaspora: Historical and Contemporary Context: Essays in Honour of Professor Chandrashekhar Bhat*. Jaipur: Rawat Publication, 2009.
- 3) Ramnarine, Tina K. "Brotherhood of the Boat: Musical Dialogues in a Caribbean Context." *British Journal of Ethnomusicology* 7 (1998).
- 4) Rayaprol, Aparna. *Negotiating Identities: Women in the Indian Diaspora* (Chapters 1 and 3). Delhi: OUP, 1997.
- 5) Safran, William. *Transnational migrations: The Indian Diaspora*. 2008.

**APPLIED SOCIOLOGY
MSO 235/SEMESTER II**

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

This paper will enable the student to learn to apply the skills that are being imparted as part of the curriculum in the Master's Program in Sociology. It will enable the students to understand the various areas within which Sociologists work even as it gives them hands on view of field work.

Unit I: Sociology and its applications

15 hours

- 1 Applied Sociology: An introduction
- 2 Sociology and Social Problems
- 3 Sociology and Social Change
- 4 Applications of Sociology
 - a) Social Policy
 - b) Development
 - c) Professions

Unit II: Participatory Development

15hours

- 1 Participatory development: meaning and need
 - a) Participatory development techniques:
 - b) Community development organization
 - c) Participative management
 - d) Group formation
- 2 Capacity building strategies

Unit III: Counseling

5 hours

- 1 Need for counseling
- 2 Methods used

Unit IV: Field survey and Report

25 hours

- 1 Field survey methods
- 2 Report writing techniques
- 3 Practical based on field study and report submission

Essential reading

- 1) Goel, S.L. *Slum Improvement through Participatory Urban Based Community Structures*. New Delhi: Deep and Deep, 2004.
- 2) Somesh, Kumar. *Methods of Community Participation*. New Delhi: Sage, 2002.

- 3) White, Vicky. *Developing Good Practice in Community Care: Partnership and Participation*. London: Kingsley, 2004.

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

2 Hours/Week: 2 Credits

30 Hours

Paper Objectives:

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

Unit I: Introduction to social statistics

05 Hours

- 1 Nature of Sociological Data
- 2 Preparation of code sheet, data entry
- 3 Preparation of primary data for computer analysis

Unit II: Univariate analysis

05 Hours

- 1 Construction of frequency table
- 2 Measurement of central tendency
- 3 Measurement of Dispersion

Unit III: Analysis of Data

10 Hours

- 1 Scales of measurement
- 2 Parametric and non-parametric tests
- 3 Correlation
- 4 Regression

Unit IV: Practical Sessions an introduction to SPSS

10 Hours

Essential Readings

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

NGO INTERNSHIP II
MSO 282/ SEMESTER II

2 Credits

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

SEMESTER THREE

CONTEMPORARY SOCIOLOGICAL THEORY PART I MSO 331/ SEMESTER III

4 Hours/Week: 4 Credits

60Hours

Paper Objectives:

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

Unit I: Emergence of Western Marxism

15 Hours

- 1 Antonio Gramsci (1891 – 1937)
 - a) Ideology
 - i) Principles of non-reductionist conception of ideology
 - b) Gramsci and Hegemony
 - i) Hegemony as union of political leadership and intellectual and moral leadership
 - ii) national-popular will
 - c) Hegemony and Ideology
 - i) The problematic of ideology, a non-reductionist conception, organic ideology.

Unit II: Structural Marxism

15 Hours

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

Unit III: Critical Theory of the Frankfurt School

15 Hours

- 1 Introduction to the Frankfurt School – Critique of Marxian theory, positivism, sociology and modern society; Influence of Karl Marx, Max Weber (rationality and legitimation) and Sigmund Freud (unconscious);
- 2 Theodore Adorno and Horkheimer: Dialectic of Enlightenment, Myth and enlightenment; Culture Industry

Unit IV: Jurgen Habermas

15 Hours

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

Essential Readings

- 1) Bronner, S.E., and Mac Kay Kellener. *Critical Theory on Society: A Reader*. New York: Routledge Publications, 1989.
- 2) Center for Contemporary Cultural Analysis. *Ideology*. London: Hutchinson Publications, 1977.
- 3) Eliot Gregory. *Althusser: A Critical Reader*. London: Blackwell Publications, 1994.
- 4) McLellan, David. *Marxism after Marx*. London: Macmillan Press, 1979.

Recommended Readings

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

**INDUSTRIAL RELATIONS
MSO 332/ SEMESTER III**

4 Hours/Week: 4 Credits **60 Hours**

Unit I: Nature and scope of industrial relations **10 Hours**

- 1 Nature and scope of industrial relations
- 2 Value of industrial relations in India
- 3 Important concepts and components of industrial relations

Unit II: Approaches to industrial relations **10 Hours**

- 1 Systems theory - Dunlop & Flanders
- 2 Action approach
- 3 Unitary Ideology and Pluralistic Ideology

Unit III: Changing Image of the working class **10 Hours**

- 1) Working class as a social and political force in the west
- 2) Evolution of the working class in India
- 3) Onset of globalization and emergence of the knowledge worker

Unit IV: Sociology of trade unionism **15 Hours**

- 1) Historical context of trade unions in India
- 2) Depoliticised Union – Insider vs Outsider Leadership
- 3) Trade union – challenges of globalization

Unit V: Industrial and labour relations **15 Hours**

- 1) Industrial disputes / conflict -Collective bargaining
- 2) Worker participation in management (WPM); Industrial democracy, levels of participation of WPM, Objectives WPM models in India

Essential Readings

- 1) Arora, Monal, *Industrial Relations*, Excel Books, New Delhi, 2005
- 2) Joseph, Jerome, *Industrial Relations*, Global Business Press, New Delhi, 1995
- 3) Railkar J. S., *Labour Welfare Trade Unionism and Industrial Relations*, H. A. Sheth, Bombay, 1981
- 4) Singh, B. D., *Industrial Relations Emerging Paradigms*, Excel Books, New Delhi, 2008
- 5) Y. Narayan Chetty, *Dynamics of Trade Unionism in India*, New Delhi: Anmol Publications, 2004.

POLITICAL SOCIOLOGY
MSO 333/ SEMESTER III

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Society and Politics

20 Hours

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

Unit II: Dialectics of State and Civil Society

15 Hours

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

Unit III: Nation-State and Ideology in India

15 Hours

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

Unit IV: Sub national struggles in India

10 Hours

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

Essential Readings

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

Recommended Readings

- 1) Basu, Amrita and Atul Kohli. *Community Conflict and the State in India*. New Delhi: Oxford University Press, 1998.
- 2) Baviskar, Amita. *In the Belly of the River*. New Delhi: Oxford University Press, 1995.
- 3) Chatterjee Partha. *Nation and its Fragments*. New Delhi: Oxford University Press, 1993.
- 4) Heywood, Andrew. *Political theory*. New Delhi: MacMillan Publication, 1999.
- 5) Kaviraj, Sudipto “On the Structure of Developing a Nationalist Discourse.” *State and Nation in the Context of Social Change*. Ed. Satya Murthy. New Delhi: Oxford University Press, 1998.
- 6) Kaviraj Sudipto. *Civil Society: History and Possibilities*. New Delhi: Cambridge Publication, 2001.
- 7) Lloyd, Rudolph I., and John Kurt Jacobsons. *Experiencing the state*. New Delhi: Oxford University Press, 2006.
- 8) Mahajan, Gurpreet. *Democracy, Differences and Social Justice*. New Delhi: Oxford University Press, 1998.

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

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Introduction to the study of Social Movements

20 Hours

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

Unit II: Peasant Movements

15 Hours

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

Unit III: Emergence of Dalit Consciousness

15 Hours

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

Unit IV: New Social Movements in India

10 Hours

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

Essential Readings

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

Recommended Readings

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

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

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Emergence and Development of Sociology of Medicine

15 Hours

- 1) Sociology of medicine and sociology in medicine – an insight into the relationship between the two disciplines.
- 2) The changing face of medical sociology – The new discourse of health – The social determination
- 3) Development of Health Sociology in India.
- 4) Recent developments in the field.

Unit II: Social Epidemiology and Aetiology

15 Hours

- 1) Socio-cultural factors in health and illness
- 2) Sickness and illness
- 3) The sick role and the patient's role (Parsons)
- 4) Epidemiology and morbidity

Unit III: Health Care Organizations

15 Hours

- 1) Physicians – Physicians in a changing society, patient practitioner relation
- 2) Hospitals – as social system, their organization problems; hospitalization and its consequences; hospitals as total institutions.

Unit IV: Health Care Systems

15 Hours

- 1) Indigenous Health Care Systems (Case Study)
- 2) Health Problems in India – Unequal access to health care.
- 3) The challenge of AIDS

Essential Readings:

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

Recommended Readings:

- 1) Coe, Rodney. *Sociology of Medicine*, New York: McGraw Hill, 1970
- 2) Illich, Ivan. *The Limits to Medicine*, New Delhi :Rupa, 1977
- 3) Madan, T.N. *Doctors and Society – Three Asian Case Studies*, Vikas, Delhi, 1980.
- 4) Parsons, Talcott. 'The Sick Role', in *The Social System*. Glencoe: The Free Press, 1951.
- 5) Alexander, Jeffrey C, *A contemporary introduction to sociology: culture and society in transition*, Boulder: Paradigm Publishers, 2008.
- 6) Weiss, Gregory L, *Sociology of Health, Healing and Illness*, 2008.
- 7) Ramanna, Mridula, *Western Medicine and Public Health in Colonial Bombay, 1845-1895*. New Delhi:Orient Longman, 2002.
- 8) Pati, Biswamoy, *Health, Medicine and Empire—Perspectives on Colonial India*, Oriental Longman Publications, 2001.



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Bangalore

Department of Sociology

**DISSERTATION I
MSO 381/ SEMESTER III**

2 Hours/Week: 2 Credits

Dissertation

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

SEMESTER IV

CONTEMPORARY SOCIOLOGICAL THEORY PART II MSO 441/ SEMESTER IV

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Structuration Theory: Anthony Giddens

10 Hours

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

Unit II: Theory of Practice - Pierre Bourdieu

15 Hours

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

Unit III: Structuralism - Levi Strauss

15 Hours

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

Unit IV: The Post Structuralist Turn: Michel Foucault

20 Hours

- 1 Introduction to post -structural/modernism (5 hours)
- 2 Foucault's theories on genealogy, power and Institutions, Discourse , Power/Knowledge
- 3 Disciplinary Society – Technologies of control- spatial separation, time management, confinement, surveillance and system of examinations, Bentham's Panopticon;

Governmentality – Population, Political Economy and Apparatuses of Security, Governmentality as internal and external to the State.

Essential Readings

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

Recommended Readings

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

SOCIOLOGY OF WOMEN
MSO 442/SEMESTER-IV

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives :

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

Unit I: Introduction to the Sociological Study of Women.

10 Hours

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

Unit II: Rise of Feminist Theories

20 Hours

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

Unit III: Emergence of Feminist Theory

10 Hours

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

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

10 Hours

- 1 The Nineteenth Century Social Reform Movement & women's question with reference to the Brahmo Samaj, Arya Samaj and Phule,
- 2 Women's Role in freedom Struggle.
- 3 Social Reconstructions & Women's Movement, After Independence.
- 4 Contemporary Feminist Movements in India
 - a) The Campaign against Dowry;
 - b) The agitation Against Rape
 - c) The Agitation Against Sati

Unit V: Gender & Development

10 Hours

- 1 Women as an agent and recipient of development.

- 2 Adverse consequence of development and structural Adjustment policies on women.
- 3 Human Development Index v/s Gender Development Index

Essential Readings:

- 1) F. Agnes. *Law & Gender Inequality*. New Delhi: Oxford University Press, 1999
- 2) *Human Development Report*. Govt. of India, Govt. of Karnataka, New Delhi: New Concept Information Systems Ltd 2006
- 3) Radha Kumar. *History of Doing: Womens Movement in India*. Kali for Women, 1998.
- 4) Sneja Gunew. *Feminist Knowledge: Critique & Construct*. London: Routledge, (ed) 1990.
- 5) Tong. R. *Feminist Thought: A Comprehensive Introduction*. Sydney: Unwin Hyman, 1989.
- 6) V. Majumdar. *Emergence of Women's Question in India & the Role of Women's Studies*. DWDS Occasional paper-7. 1985.

Recommended Readings:

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

**SOCIOLOGY OF MEDIA
MSO 443/SEMESTER-IV**

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives

This paper introduces the students to the sociological interpretation of the media which they encounter every step of their way. This paper will begin with an overview of what constitutes media and a brief history which will be followed by an analysis of popular culture and ideology and its intersection with the media which will include debates on the rise of global media. The paper will culminate in a study on the media's impact on Indian society such as through the portrayals of the minorities by the media.

Unit I: Introduction to Sociology of Media

10 Hours

1. Social History of media
2. popular culture

Unit II: Theories related to media and popular culture

15 Hours

1. Theories of media and popular culture:
2. Culture, ideology, hegemony
3. Aristocracy of cultures

Unit III: Media and Globalization

15 Hours

1. Politics of representation, global media and corporate capitalism

Unit IV: Media and society

20 Hours

1. Portrayals of women
2. Children
3. Dalits and other minorities

Essential Readings

- 1) Devereux, Eoin. *Media Studies: Key Issues and Debates*. 2007
- 2) Dortner, Kirsten. *International Handbook of Children, Media and Culture*. 2008
- 3) Herman, Edward. *Global media: The Missionaries of Corporate Capitalism*. 2004
- 4) Perse, Elizabeth M. *Media Effects and Society*. 2001
- 5) Ramannma, M.V. *Media and Women Development*. New Delhi: Anmol Publications, 2005
- 6) Schramm, Wilbur, *Communications in Modern Society*. New Delhi: Surjeet, 2006.
- 7) Williams, Kevin. *Understanding Media Theory*. New York: Hodder, 2003.

Recommended Readings

- 1) Briggs, Asa. *Social History of the Media from Gutenberg to the Internet*. Polity Press, 2006.
- 2) Derne, Steve. *Globalization on the Ground: Media and the Transformation of Culture, Class and Gender in India*. New Delhi: Sage Publications, 2008.
- 3) Devereux, Eoin. *Handbook of New Media*. 2004
- 4) Gripsrud, Jostein. *Understanding Media Culture*. New York: Hodder, 2002.
- 5) Shahida, *Indian Women in Development Perspective*. New Delhi: Anmol Publications. 2007
- 6) Steven, Krish. *Children, Adolescents and Media Violence: A critical Look at Research*. 2006

SOCIOLOGY OF EDUCATION
MSOC 444/ SEMESTER IV

4 Hours/Week: 4 Credits

60 Hours

Paper Objectives:

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

Unit I: Education as a Social Institution

20 Hours

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

Unit II: Educational Processes

15 Hours

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

Unit III: Rise of Modern Education in India

15 Hours

1. Colonialism and the introduction of modern education in India
 - a) Macaulay’s Minute- Impact and effect on the medium of instruction
 - b) Schools and funding for the educational institutions
2. Critique of Colonial Education in India
 - a) ‘The Beautiful Tree’ by noted Gandhian scholar and historian, Dharampal.
 - b) An overview of the Reports by Adams and Leitner on the state of education in pre-colonial India.

Unit IV: Education Deprivation in India

10 Hours

1. Caste disparities in education
2. Class disparities in education
3. Gender disparities in education

Essential Readings

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

Recommended Readings

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

SOCIOLOGY OF COMMUNALISM
MSO 445 / SEMESTER IV**4 Hours/Week: 4 Credits****(60 Hours)****Paper Objectives:**

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

Unit I: Communalism in India: An introduction**10 Hours**

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

Unit II: Theoretical debates about the origin of communalism in India**15 Hours**

- 1 Pre-colonial roots of communalism-the contributions of Bailey
- 2 'Colonial Construction of communalism' in India.
- 3 Marxist interpretation of communalism.
 - a) Communalism as false consciousness and the role of petite bourgeoisie

Unit III: Religious nationalism and the growth of communalism in India**15 Hours**

1. From religious revivalism to religious nationalism
2. Religious reformism, nationalism and communalism among Muslims.
3. The case study of Majlis in Hyderabad

Unit IV: Construction of an exclusive 'self' and the 'other'**10 Hours**

1. The constructions of monolithic identity
2. Communal riots in post – independent India

Unit V: Secularism and Tolerance debate in India**10 Hours**

1. Secularism and toleration
2. Views of Ashis Nandy, T N Madan and Partha Chatterjee.

Essential Readings:

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

Recommended Readings:

- 1) Basu, T, et al. *Khaki shorts and saffron flags*. Delhi: Orient Longman, 1993.
- 2) Chatterjee, Partha. *Secularism and tolerance* in Partha Chatterjee omnibus. New Delhi : Oxford University Press,1999.
- 3) Engineer, Asghar, A., ed.. *Communal riots in post independent India*. 1991.
- 4) Hansen, Thomas, B. *The Saffron Wave*. New Delhi: OUP. 1999.
- 5) Hasan, Mushirul. *Nationalism and communal politics in India 1916-28*. Delhi, 1991.
- 6) Madan,T N. *Secularism in its place* in Religion in India ed by TN Madan. New Delhi : Oxford University Press, 1991
- 7) Nandy,Ashish. *The politics of secularism and the recovery of religious tolerance* in Mirrors of violence, ed Veena Das. New Delhi : Oxford University Press, 1990.
- 8) Veer, Peter, V. *Religious Nationalisms*. New Delhi: OUP. 1994.



Declared as Deemed to be University under Section 3 of UGC Act 1956

Bangalore

Department of Sociology

**DISSERTATION II
MSO 481/ SEMESTER IV**

2 Hours/Week: 2 Credits

Dissertation

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

PATTERN FOR CONTINUOUS INTERNAL ASSESSMENT (CIA)

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

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

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

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

Attendance - Attendance carries 5 marks

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

Continuous Internal Assessment for two credit papers:

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

MSO 181: Computer fundamentals

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

MSO 182: NGO Internship

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

MSO 281: Statistics and SPSS

3	Theory examination	-30 marks
4	Practical Examination	-20 marks
	Total	-50 marks

MSO 282: NGO Internship

5	Profile of the NGO	-10 Marks
6	Weekly diary	-25 Marks
7	Seminar Presentation	-15 Marks
	Total	-50 Marks

MSO 381: Dissertation I

1	Evaluation of written proposal	-10 marks
2	Evaluation of Review of literature	-10 marks
3	Development of tools for data collection-	-10 marks

4	Proposal Seminar	-20 marks
	Total	-50 marks

MSO 481: Dissertation II

1	First Complete Draft	-20 marks
2	Final Dissertaion	-20 marks
3	Presentation and Viva	-10 marks
	Total	-50 marks

QUESTION PAPER PATTERN FOR END SEMESTER EXAMINATION (ESE)

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

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

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

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

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

QUESTION PAPER PATTERN FOR MID SEMESTER EXAMINATION (MSE)

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

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

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

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

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

BOARD OF EXAMINERS

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