Semester III
DEPARTMENT OF SOCIOLOGY
Category I
BA (Honors) Sociology

Discipline Specific Courses for BA (Honors) Sociology
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B.A. (H) Sociology
Discipline Specific Core (DSC) 07
Sociology of India II

	DISCIPLINE SPECIFIC CORE COURSE -07 : SOCIOLOGY OF INDIA II	

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 07 Sociology of India II	4	3	1	0	12th Class Pass	Nil

Course Learning Objectives:

1. To introduce students to approaches and concepts in the sociological scholarship on the idea of India,
2. To familiarize students with some of the key debates and perspectives on the formation of India as a nation.
3. To acquaint students with the Indian Constitution as an embodiment of the formal idea of the nation.

Course Learning Outcomes:

1.*Demonstrate* conceptual complexity of the idea of India and debates surrounding it.

2. *Identify* the academic and public discourses on Indian society in the historical and social context.

3. *Analyse* the the Indian Constitution as a product of the multiple nuanced social positions and debates

4. *Develop* critical and analytical thinking about studying India.

Unit I. Ideas of India in the Sociological Imagination (21 Hours)
This unit is designed to introduce students to the multiple sociological approaches to the study of Indian society and culture that have emerged in a transforming societal context.

a. Cultural Approach
b. Indological Approach
c. Subaltern Approach

Unit II. Nation in the Public Imagination (18 Hours)
This unit aims to demonstrate the diverse public imaginations of India as a Nation, as emanating in its formative years.

a. M.K Gandhi
b. B.R. Ambedkar
c. J. Nehru
d. V.D Savarkar

Unit III. The Nation and the Constitution (6 Hours)
This unit Sociologically examines how the Indian Constitution, which embodies a formal idea of the nation, results from a synthesis of various imaginations discussed in the earlier units.

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit I. Ideas of India in the Sociological Imagination
a. Cultural Approach:

Cohn, B.S. (1990). *An Anthropologist among the Historians and other essays*. Oxford University Press. Pp. 136–171.

Madan, T.N. (1994). *Pathways: Approaches to the Study of Society in India.* Oxford University Press. Pp. 85-107.

b. Indological Approach

Dumont, L., & Pocock, D. (1957). For a Sociology of India. *Contributions to Indian Sociology (OS)*, 1. Pp. 7–22.

Bailey, F. G. (1959). For a Sociology of India? *Contributions to Indian Sociology (OS)*, 3. Pp. 88–101.

c. Subaltern Approach

Guha, R. (1982) *Subaltern Studies, Volume I*. Oxford University Press. Pp. 1–8.

Unit II. Nation in the Public Imagination

a. M. K. Gandhi
Gandhi, M.K. (1938). *Hind Swaraj.* Navjivan Publishing House.

Gandhi,M.K.(1947). *India of My Dreams.* Navjivan Mudranalaya. Pp. 11-21.

b. B. R Ambedkar
Ambedkar, B.R. (1971). *Annihilation of Caste*. Bheem Patrika.

Ambedkar, B.R. (1947). Who were the Shudras? Thacker and co. Pp. 21-36.

c. J. Nehru
Nehru, J. (1989). *The Discovery of India* (Centenary ed.). Oxford University Press. Chapter 3: The Quest. Pp. 49–68.

d. V. D. Savarkar
Savarkar, V. D. (1969). *Hindutva: Who is a Hindu?* (5th ed.). Veer Savarkar Prakashan. Pp. 102-116.

Unit III. The Nation and the Constitution

Srinivas, M. N. (1992). *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 2, Nation Building in Independent India. Pp. 30-75.

Suggested Readings:

Ambedkar, B.R. (1948). Speech Introducing the Draft constitution in the Constituent Assembly November 4, 1948 and Concluding remarks in the Constituent Assembly November 25, 1949.

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

Gandhi, M., & Parel, A. J. (1997). *Gandhi: 'Hind Swaraj' and other writings*. Cambridge University Press.

Ghurye, G. S. (2016). *Caste and Race in India* (5th ed.). Sage

Srinivas, M.N. (2002). *Collected Works*. Oxford University Press. Pp. 388–413

Additional Resources:
Gandhi [1982; Dir. Richard Attenborough]
Bharat Ek Khoj [1988; Dir. Shyam Benegal]
Dr Babasaheb Ambedkar [2000; Dir. Jabbar Patel]

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B. A. (H) Sociology
Discipline Specific Core (DSC) 08
Political Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 08 Political Sociology	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce the sub-field of political sociology
2. To provide students the basic conceptual tools for a sociological analysis of political phenomena.
3. To outline classical and contemporary sociological traditions that analyse political institutions and processes.
4. To discuss original sociological writing on interface between politics and society and their divergent theoretical and empirical contexts..
5. To locate the fundamental questions of politics and power in an age of global transformations through an engagement with the three cornerstones of contemporary societies- the state, nation and democracy.

Learning outcomes:

1. *Delineate* the history of sociological study of politics.
2. *Identify and compare* the different perspectives in the sociological study of politics.
3. *Analyse* how political phenomena are embedded in the social and historical contexts of societies.
4. *Apply* the concepts learnt to *formulate* problematics emerging out of their own situations and historical circumstances.

SYLLABUS OF DSC-08

Unit 1. Introducing Political Sociology (3 Hours)

This unit introduces students to the sub-discipline of political sociology, its origins and analytical concerns.

Unit 2. Concepts, Institutions and Processes (42 Hours)

This unit teaches students the fundamental concepts in political sociology and enables them to understand the workings of political institutions and processes.

a. **Power and Authority (18 Hours)**

b. **Classes, Elites, States and Nations (12 Hours)**

c. **Democracy, Citizenship and Local Politics (9 hours)**

d. **Politics, Identities and Technology (6 Hours)**

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit 1: Introducing Political Sociology
Bottomore, Tom. (1983). *Political Sociology*, Bombay: BI Publications, Introduction, pp. 7-19.

Unit 2. Concepts, Institutions and Processes
a. Power and Authority

Weber, Max. (1994). *Sociological Writings*. United Kingdom: Continuum. Pp. 9-13, 23-24,28-46, 59-67.

Piven, Frances Fox and Richard A. Cloward. (2005). Rule Making, Rule Breaking, and Power in Thomas Janoski (Ed.), *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. United States: Cambridge University Press. Pp. 33-53.

Foucault, Michel. (2021).Two Lectures, in *Culture/Power/History*: *A Reader in Contemporary Social Theory*. United States: Princeton University Press. Pp. 200-221.

b. Classes, Elites, States and Nations

Miliband, Ralph. (1983). *Class Power and State Power*. United Kingdom: Verso. Chapter 4. State Power and Class Interests. Pp. 63-77.

Albertoni, Ettore A. (1987). *Mosca and the Theory of Elitism*. United Kingdom: B. Blackwell. Chapter 9. The Italian School of Elitism: Between Myth and Reality. Pp. 109-119.

Bourdieu, Pierre. (1994). Rethinking the State: Genesis and Structure of the Bureaucratic Field.

Sociological Theory 12(1): 1-18.

Chatterjee, Partha. (2010). The State. In *The Oxford Companion to Politics in India*. India: Oxford University Press. Pp. 3-14.

Smith, Anthony D. and John Hutchinson (Ed.) (1994). *Nationalism*. United Kingdom: Oxford University Press, 1994. Pp. 21-25, 29-35.

c. Democracy, Citizenship and Local Politics

Bobbio, Norberto. (1987) *Future of Democracy.* United Kingdom: Wiley. Chapter 1. The Future of Democracy. pp. 23-42

Marshall, T. H. (2014) Extracts from Citizenship and Social Class. In Richard Belamy etal. eds. *Citizenship: Volume I, what is Citizenship? Theories of Citizenship: Classic and Contemporary Debates*. London: Routledge. Pp.58-64.

Brass, P. R. (1984). National Power and Local Politics in India: A Twenty-year Perspective. *Modern Asian Studies*, 18(01). Pp.89-118.

d. Politics, Identities and Technology

Weiner, Myron. (2001), The Struggle for Equality: Caste in Indian Politics, in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press. Pp. 193-225.

Howard, P. N. (2005). Deep Democracy, Thin Citizenship: The Impact of Digital Media in Political Campaign Strategy. *The ANNALS of the American Academy of Political and Social Science*, 597(1), 153–170.

Suggested Readings:

Bailey, F. G. (2019). *Stratagems and Spoils: A Social Anthropology of Politics. United Kingdom*: Taylor & Francis Group.

Balibar, Étienne and Immanuel Wallerstein. (1991). *Race, Nation, Class: Ambiguous Identities*. United Kingdom: Verso.

Brown, Donald Mackenzie. (1953). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. United States: University of California Press.

Chakravarti, Anand. (1975) *Contradiction and Change: Emerging Patterns of Authority in a Rajasthan Village*. India: Oxford University Press.

Gledhill, John. (2000), *Power and its Disguises: Anthropological Perspectives on Politics*, 2nd Ed., London: Pluto Press, 2000. Pp.1-22.

Habermas, Jürgen, Sara Lennox, and Frank Lennox. (1964). The Public Sphere: An Encyclopedia Article. *New German Critique*, no. 3 (1974): 49–55.

Macpherson, C. B. (1966). *The Real World of Democracy*, Oxford: Clarendon Press.

Marshall, T.H. (1950). *Citizenship and Social Class and Other Essays*. Cambridge: Cambridge University Press.

Piven, Frances Fox., Cloward, Richard. (2012). *Poor People's Movements: Why They Succeed, How They Fail*. United States: Knopf Doubleday Publishing Group.

Rothermund, Dietmar. (2013). *Empires in Indian History and Other Essays*. India: Manohar Publishers & Distributors.

Rudolph, Lloyd I. (1992). The Media and Cultural Politics, *Economic and Political Weekly* Vol. 27, No. 28, pp. 1489-1495.

Spencer, Jonathan. (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. United Kingdom: Cambridge University Press.

Steinmetz, George. (2014). The Sociology of Empires, Colonies, and Postcolonialism. *Annual Review of Sociology*, 40(1), Pp. 77–94.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B.A. (H) Sociology
Discipline Specific Core (DSC) 09
Sociology of Religion

DISCIPLINE SPECIFIC CORE COURSE -09 : SOCIOLOGY OF RELIGION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 09 Sociology of Religion	4	3	1	0	12th Class Pass	Nil

Course Learning Objectives:

1. Introduce students to sociology of religion as distinct field from religious studes through classic and contemporary readings.
2. Examine the dialectics between religion and society through the study of religious practices, customs, beliefs, and rituals.
3. Outline the role of religious faith and beliefs in the modern world.

Course Learning Outcomes:

1. *Identify and distinguish* the sociological approach to religion.
2. *Apply knowledge* of religious practices, customs, beliefs, and rituals to analyse relation between religion and society..
3. *Analyse* the significance of religious faith and beliefs in the modern world.

SYLLABUS OF DSC-09

Unit I Thinking through Sociology of Religion (15 Hours)
This unit introduces students to certain key concepts in Sociology of religion in terms of their definitions, interrelations and trajectories of usage..

a. **Religion in Sociology**

b. **Magic, Science and Religion**
c. **Atheism**

Unit II Religion and Ritual (9 Hours)
This unit provides a sociological understanding of the relationship between religion and rituals and the contexts of ritual practice.

a. **Rites of Passage**
b. **Ritual**

Unit III. Sociological Engagements with Religion (15 Hours)
This unit illustrates how religious ideas, beliefs and values shape people's understanding
of their world.

a. **Hinduism**
b. **Islam**
c. **Christianity**
d. **Buddhism**

Unit IV Religion, State and Society (6 Hours)
This section traces the dynamic relationship between religion, state and society in the
modern world in context of historical continuities and changes .

Practical component (if any) - NIL

Essential/Recommended Readings

Unit I. Thinking through Sociology of Religion (15 Hours)

a. Religion in Sociology

Davie, G. (2003). The Evolution of the Sociology of Religion: Theme and Variations. In *Handbook of the Sociology of Religion*, ed. Michele Dillon, Cambridge University Press. Pp. 61-75.

Durkheim, E. (2001). *The Elementary Forms of Religious Life*. A new Translation by Carol Cosman, OUP: Oxford. Pp. 25-46.

b. Magic, Science and Religion

Malinowski, B. (1948). *Magic, Science & Religion and Other Essays*. The Free Press: U.S.A.

Pp. 35-70.

c. Atheism

Schaffner, C and R. T. Cragun. (2020). Non-Religion and Atheism, Chapter 20. In *Handbook of Leaving Religion* (Ed.), Daniel Enstedt, Göran Larsson, Teemu T. Mantsinen, Brill, pp. 242-252.

Unit II. Religion and Ritual (9 Hours)

a. Rites of Passage

Van Gennep, A. (1960).*The Rites of Passage*. Routledge & Kegan Paul: London, Introduction and pp1-14, 116-145.

b. Ritual

Parry, J. (1985). Death and Digestion: The Symbolism of Food and Eating in North Indian Mortuary Rites, *Man* , New Series, Vol. 20, No. 4 , pp. 612-630 Published by: Royal Anthropological Institute of Great Britain and Ireland.

Unit III. Sociological Engagements with World Religions (15 Hours)

a. Hinduism

Shah A.M. and. M.N. Srinivas. (1968), Hinduism. In International. Encyclopedia of the Social Sciences, Vol.6, pp358-66.

3.2. Islam

Gilsenan, M. (1982). *Recognising Islam: An Anthropologist's Introduction*. Croom Helm: London. Pp 9-37.

3.3. Christianity

Parsons, T. (1968). Christianity. In *International Encyclopedia of the Social Sciences* Vol. 2, pp 425-447.

3.4. Buddhism

Gethin, R. (1998). The Buddha: The Story of the Awakened One . In *The Foundations of Buddhism*, OUP:Oxford, Chapter 1, pp. 7-34.

Unit IV. Religion, State and Society (6 Hours)

Smith. D. E. (1963). *India as a Secular State*, Princeton University Press. Ch. 1, 2 pp. 3-54.

Suggested Readings:

Berger, P.L. (1990). *The Sacred Canopy: Elements of a Sociological Theory of Religion*, 2nd Edition, New York: Anchor.

Béteille, A. (2002). Religion as a Subject for Sociology. In *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. Pp 184-2.

Beyer, P. (2003). Social Forms of Religion and Religions in Contemporary Global Society,

Cannell, F. (2005). The Christianity of Anthropology, *The Journal of the Royal Anthropological Institute*, Vol. 11(2), 335-356.

Durkheim, E. (1995). The Elementary Forms of the Religious Life. Translated by Karen E. Fields. New York: The Free Press. Book One and Conclusion. Pp. 303-412, 418- 448.

Geertz, Clifford. (1973). Religion as a Cultural System. In *The Interpretation of Cultures: Selected Essays*. Basic Books: NY. Pp.87-125.

in *Handbook of the Sociology of Religion*, (Ed.), Michele Dillon, Cambridge University Press. pp. 45-60.

Marx, K. 2008/9 [1843]. On the Jewish Question. In *Deutsch-FranzösischeJahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. org.

Southwold, M. (1978). Buddhism and the Definition of Religion, *Man, New Series*, Vol 13(3), pp. 362-379.

Southwold. M. (1978). Buddhism and the definition of religion, *Man*, New Series, Vol 13(3), pp. 362-379.

Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford. Pp100-122.

Tambiah, S. J. (1990). *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press. Pp. 1-41.

Weber. M. (2001). *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press. Pp. 103-126.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

BA (Prog.) with Sociology as Major
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B.A. (Prog.) Sociology
Discipline Specific Core (DSC) 05
Classical Sociological Thinkers

DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
DSC 05 Classical Sociological Thinkers	4	3	1	0	12th Class Pass	Nil

Learning Objectives

1. To familiarise students with the contribution of classical sociological thinkers.
2. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
3. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

Learning outcomes

1. To *identifiy* the salient features of classical sociological theory and its role in the development of the discipline.
2. *To recognize* interconnections between classical sociological theories and contemporary research.
3. To *apply* theoretical concepts to examine social issues and concerns.

SYLLABUS OF DSC-5

Unit I
Karl Marx: Materialist Conception of History (15 Hours)
This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.

Unit II
Emile Durkheim: Social Fact (15 Hours)
This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.

Unit III
Max Weber: Ideal Types and Types of Authority (15 Hours)
This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx

a. Materialist Conception of History

Marx, K. & F. Engels. (1969). *The German ideology.* Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory.* Malden: 2nd Edition Blackwell. pp. 73-130.

Unit II. Emile Durkheim

Social Fact

Durkheim, E. (1958). *The Rules of Sociological Method.* Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

Unit III. Max Weber

Ideal Types and Types of Authority

Weber, Max. (1947). *The Theory of Social and Economic Organization.* New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim.* Cambridge: Cambridge University Press. Ch 10.(pp 133-144).

Suggested Readings:

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim.* Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B.A. (Prog.) Sociology
Discipline Specific Core (DSC) 06
Polity and Society

DISCIPLINE SPECIFIC CORE COURSE -06 (DSC-06) : Polity and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 06 Polity and Society	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To familiarize students with the embeddedness of the political in the social.
2. To outline the theoretical and conceptual heritage of sociology to enable students to understand power, authority and their institutionalizations in modern societies.
3. To provide a sociological understanding of political processes and institutions of India in their historicity and complexity.

Learning outcomes:

Students will be able to:

1. *Identify and explain* the concepts that are integral to a sociological study of politics.
2. *Illustrate* the specific ways in which politics is shaped processually in particular historical contexts.
3. *Examine* the relationship between political institutions and other social and economic institutions and processes

SYLLABUS OF DSC-06:

Unit I On Studying Polity and Society (9 Hours)
This unit introduces students to the sociological study of political life and political institutions

Unit II Conceptual Foundations (15 Hours)

This unit familiarizes students with various perspectives on the sociological study of politics and their conceptual legacies.

Unit III: Themes in Politics and Society in India (21 Hours)

This unit maps the articulation of polity and society in the Indian context from a sociological perspective.

a.   **State and the Political Economy**
b.   **Democratic Processes and Local Politics**
c.   **Political Identities**
d.   **Mobilizations and Communications**

Practical Component: NIL

Essential/Recommended Readings:

Unit I. On Studying Polity and Society: (9 Hours)

Clemens, Elisabeth S. (2016).*What is Political Sociology*? Polity Press. Chapters 1. Pp. 5-24.

Bottomore, T. B. (1972) *Sociology: A Guide to Problems and Literature*. United Kingdom: Vintage Books, . Chapters 9, Political Institutions. Pp. 151-167.

Unit II Conceptual Foundations (15 Hours)

Nisbet, Robert. 1993. *The Sociological Tradition*. United Kingdom: Transaction Publishers. Chapter 4, Authority. Pp. 107-150.

Foucault, Michel. (2019). Power: The Essential Works of Michel Foucault 1954-1984. United Kingdom: Penguin Books Limited. Govermentality. Pp. 201-222

Unit III: Themes in Politics and Society in India (21 Hours)

a.   **State and the Political Economy**

Rothermund, Dietmar. (2013). *Empires in Indian History and Other Essays*. India: Manohar Publishers. Chapter 3. The State Society in India from Ancient Times to the Present. Pp. 63-82.

Chatterjee, Partha. (2011). *Lineages of Political Society: Studies in Postcolonial Democracy*. New York: Columbia University Press. Chapter 10. Democracy and Economic Transformation. Pp. 208-234.

b.   **Democratic Processes and Local Politics**

Michelutti, Lucia. (2007), The Vernacularization of Democracy: Political Participation and Popular Politics in North India. *The Journal of the Royal Anthropological Institute*, Vol.13 (3), pp. 639-656.

Gould, H. A. (1971), Local Government roots of Contemporary Indian politics, *Economic and Political Weekly*, Vol.6 (7), pp.457-64.

c. Political Identities

Kaviraj, Sudipta. (2010). Nationalism. In Niraja G. Jayal (Ed.), *The Oxford Companion to Politics in India*. India: Oxford University Press. Pp. 317-331.

Weiner, Myron. (2001). The Struggle for Equality: Caste in Indian Politics. In A. Kohli (Ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press. Pp.193-225

d. Mobilizations and Communication

Shah, Ghanshyam. (1988). Grassroots Mobilizations in Indian Politics", in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304.

Rudolph, Lloyd I. (1992). The Media and Cultural Politics, *Economic and Political Weekly* Vol. 27, No. 28, pp. 1489-1495.

Suggested Readings:

Bottomore, Tom. (1964). *Elites and Society*, Harmondsworth: Penguin Books.

Dickey, Sara. (1993). The Politics of Adulation: Cinema and the Production of Politicians in South India, *The Journal of Asian Studies*, vol.52 (2), pp. 340-70.

Fernandes, Leela. (2006). *India's New Middle Class. Democratic Politics in an Era of Economic Reform*, Minneapolis: University of Minnesota Press.

Ghosh Partha et.al (Eds.). (2000). *Pluralism and Equality: Values in Indian Society and Politics*, Sage: New Delhi.

Jayal, N. G. (2007). The Role of Civil Society. In Ganguly, S. et. Al.(Eds.), *The State of India's Democracy*, Baltimore: The Johns Hopkins University Press.

Kothari, Rajni. (1970). *Caste in Indian Politics*, Hyderabad: Orient Longman.

Loic Wacquant (Ed.). (2005). *Pierre Bourdieu and Democratic Politics: The Mystery of Ministry*. United Kingdom: Wiley.

Lukes, Steven. (2005). *Power: A Radical View*, 2nd Ed., Hampshire: Palgrave.

Manor, James. (1988). Parties and the Party System. In A. Kohli (Ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98.

Spencer, Jonathan. (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. United Kingdom: Cambridge University Press.

Tarlo, Emma. (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles: University of California Press. Pp. 62-93.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Category III

BA (Prog.) with Sociology as non-Major
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B.A. (Prog.) Sociology
Discipline Specific Core (DSC) 05
Classical Sociological Thinkers

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DISCIPLINE SPECIFIC CORE COURSE -05 (DSC-05) : Classical Sociological Thinkers

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	**Tutorial**	**Practical/ Practice**		
DSC 05 Classical Sociological Thinkers	4	3	1	0	12th Class Pass	Nil

Learning Objectives

4. To familiarise students with the contribution of classical sociological thinkers.
5. To enable students to understand the theoretical concepts that laid the foundation of Sociology as a discipline.
6. To appreciate enduring relevance and contemporary relevance of classical Sociological thought.

Learning outcomes

4. To *identifiy* the salient features of classical sociological theory and its role in the development of the discipline.
5. *To recognize* interconnections between classical sociological theories and contemporary research.
6. To *apply* theoretical concepts to examine social issues and concerns.

SYLLABUS OF DSC-5

Unit I
Karl Marx: Materialist Conception of History (15 Hours)
This unit introduces students to one of the key conceptual contributions of Marx that examines the historical development of society.

Unit II
Emile Durkheim: Social Fact (15 Hours)
This unit explains Durkheim's definition of 'Social Fact' and its significance in establishing Sociology as a scientific discipline with a distinct methodology.

Unit III
Max Weber: Ideal Types and Types of Authority (15 Hours)
This unit introduces the concepts of Ideal Types, explaining one of Weber's key methodological tools for developing a sociological study of society. The section further illustrates Weber's use of the concept through his analysis of 'types of authority'.

Practical Component: NIL

Essential/Recommended Readings:

Unit I: Karl Marx

a. Materialist Conception of History

Marx, K. & F. Engels. (1969). *The German ideology.* Moscow: Progress Publishers. pp. 34-42.

Calhoun, J. Craig, (2007). *Classical Sociological Theory.* Malden: 2nd Edition Blackwell. pp. 73-130.

Unit II. Emile Durkheim

Social Fact

Durkheim, E. (1958). *The Rules of Sociological Method.* Glencoe: Free Press, Chapters 1 and 3. pp.50-59; 85-107.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. London: Sage Publications. Chapters 3 and 4. pp. (60-114).

Unit III. Max Weber

Ideal Types and Types of Authority

Weber, Max. (1947). *The Theory of Social and Economic Organization.* New York: The Free Press, pp. 324-386.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber, and Durkheim.* Cambridge: Cambridge University Press. Ch 10.(pp 133-144).

Suggested Readings:

Freund, Julien. (1998). *The Sociology of Max Weber*. New Delhi: Routledge.

Giddens, Anthony. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Weber and Durkheim.* Edinburgh: Cambridge University Press.

Seidman, Steven. (1994). *Contested Knowledge*. Sussex: Blackwell Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category IV
Common Pool of Discipline Specific Electives (DSE)
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BA (H) Sociology
Discipline Specific Elective 01
Urban Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-01 Urban Sociology	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To place the city in its historical and contemporary context.
2. To give an overview of key theoretical perspectives on city and urban phenomena.
3. To illustrate the complexity of urban realities with thematic case studies.

Learning outcomes

1. *Comprehend* the significance of concept of urbanism and process of urbanization in our times.
2. *Understand and apply* various theories of the city.
3. *Analyze and evaluate* key urban processes such as migration, displacement and urban slums.
4. *Create* sociologically informed solutions for contemporary urban issues such as resettlement and rehabilitation.

SYLLABUS OF DSE-01:

Unit 1: Introducing Urban Sociology: Urban, Urbanism and the City (9 Hours)
This unit introduces students to the constitutive elements of urban life as examined in anthropological and sociological writings.

Unit 2: Perspectives in Urban Sociology (15 Hours)

This unit examines the key theoretical perspectives that provide a sociological understanding of urban reality.

a. Ecological
b. Political Economy
c. Network
d. City as Culture

Unit 3: Movements and Settlements (6 Hours)
This unit enables an understanding of urban processes such as migration, displacement, resettlement, rehabilitation etc. and the factors that give rise to them.

Unit 4: Politics of Urban Space (15 Hours)
This unit examines the experience of urban spaces for individuals and communities based on their specific socio-political locations.

a. Caste, Class and Gender
b. Culture and Leisure

Practical Component: NIL

Essential/Recommended Readings:

Unit 1: Urban, Urbanism and the City

Southall, Aidan. 2000. *The City in Time and Space*. Cambridge University Press. Cambridge. Chapter 1. Writing the city under crisis. Pp. 3-22.

Weber, Max. 1978. The City. The Free Press: New York. Pp 65-89.

Unit 2: Perspectives in Urban Sociology

a. Ecological

Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Chicago Ethnographers. Pp 19-58.

b. Political Economy

Harvey, David. 1985. The Urban Experience, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35.

c. Network

Castells, Manuel. 2002, Local and Global: Cities in the Network Society. In The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. Pp. 548–558.

d. City as Culture

Simmel, Georg. 1903. Metropolis and the Mental Life. In Gary Bridge and Sophie Watson, (Eds.), *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002. Pp. 12-19

Unit 3: Movements and Settlements

Rao, M.S.A. 1981. Some aspects of the sociology of migration. Sociological Bulletin, Vol. 30, 1. Pp. 21-38.

Anand, Inbanathan. 2003. Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony. In Ranvinder Singh Sandhu (Ed.), *Urbanization in India*. Sage: New Delhi. Pp. 232-246.

Unit 4: Politics of Urban Space:

a. Caste, Class and Gender

Kamath, Lalitha and Vijayabaskar, M. 2009. Limits and possibilities of middle-class associations as urban collective actors. *Economic & Political Weekly*, June 27, vol XLIV, No. 26 & 27, Pp. 368 -376.

Ayyar, Varsha. 2013. Caste and gender in a Mumbai resettlement site. *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp. 44-55.

Castells, Manuel. 1983. Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco. In *The City and the Grassroots*. Pp. 138-170.

b. Culture and Leisure

Grazian, David. 2009, Urban nightlife, social capital, and the public life of cities. *Sociological Forum*, Vol. 24, No. 4, Pp. 908-917.

Suggested Readings:

Gautam Bhan, Teresa Caldeira, Kelly Gillespie and AbdouMaliq Simone. 2020. The pandemic, southern urbanisms and collective life. Society and Space Vol 3.

https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life

Crawford, Margaret. "The World in a Shopping Mall," in Variations on a Theme Park: The New American City and the End of Public Space, ed., Michael Sorkin, (New York, NY: Hill and Wang, 1992). Pp. 3-30.

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. New York:Mariner Books: Chapter 4. The Ancient City. Pp. 94-118

Oskar Verkaaik. 2008. Cosmopolistan: culture, cosmopolitanism and gender in Karachi, Pakistan. In Martina Reiker and Kamran Asdar Ali (Eds.), *Gendering Urban Space in the Middle East, South Asia and Africa*. Palgrave Macmillan. NY.

Audio Visual Material:

Whyte, William H. 1980. Social Life of Small Urban Spaces 2. Giovanni Vaz Del Bello. 2006.

A Convenient Truth: Urban Solutions from Curitiba, Brazil 3. Anand Patwardhan. 1985

Bombay: Our City 4. Sanjiv Shah. A Place To Live 5. Gouri Patwadhan. Bin Savlyanchya Gavat (In a Shadowless Town)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Discipline Specific Elective (DSE) 02
Sociology of Work

DISCIPLINE SPECIFIC ELECTIVE COURSE 02: SOCIOLOGY OF WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 02 Sociology of Work	4	3	1	0	12th Class Pass	Nil

Course Learning Objectives:

1. The course journeys into the socio-cultural aspects of work, known commonly by its economic character. It shows how being fundamental to humankind, work took various forms in pre-industrial times, but industrialization integrally changed its character with far-reaching social consequences. In this context, it also traces the evolution of the Sociology of Work as a sub-discipline, in the light of the ideas of the classical sociologists.
2. The course also examines sociological perspectives regarding the nature and socio-cultural consequences of industrialization, critically evaluating them in the context of non-western societies. The extent to which the information revolution has led to a social transformation comparable to that caused by industrialization is also examined in this context.
3. Further, the course addresses various work-related contemporary issues and concerns such as formal and informal sector work, unpaid and forced work, gender segregation and alienation in work and hazardous work.

Course Learning Outcomes

1. *Demonstrate* the socio-historical context of work.

2. *Understand and interpret* work in its important social aspects such as gendered work, unpaid work, and alienation as different from its better known economic dimension.

3. *Analyze* work in its global dimensions including the mutual relation between work in underdeveloped societies and in developed ones.

4. *Develop* a comparative perspective in the study of work, focusing on the differences in the social impact of work in western and non-western contexts.

SYLLABUS OF DSE-02

Unit 1: Work in Historical Perspective (9 Hours)
In this unit, work is traced through pre-industrial times in the form of gathering and hunting, pre-industrial agriculture and artisan work. Further, the conceptualization of work and its analysis in classical and contemporary sociological literature is reviewed.

a. Work in pre-industrial society
b. Sociology of Work: An Overview

Unit 2: Industrial Culture and Organisation (9 Hours)

This unit addresses work in industrial society, analyzing the social impact of industrialization through the theories of industrialization, industrialism, post-industrialism and information society.

a. Industrialisation, Industrialism and post-industrialism
b. Information Society

Unit 3: Work in the Informal Sector (9 Hours)

In this unit, the focus is on the sociological analysis of the informal, unorganized sector of work, with a view to bringing out the many continuities that exist between it and the formal, organized sector.

Unit 4: Dimensions of Work (18 Hours)

This unit discusses various important dimensions of work, focusing on the way in which they have been theoretically conceptualized as well as on their manifestation in actual work contexts.

a. Alienation
b. Gender
c. Unpaid Work and Forced Labour
d. Risk, Hazard and Disaster

Practical component (if any) - NIL

Essential/Recommended Readings

Unit 1: Work in Historical Perspective:

a. Work in pre-industrial society.

Volti, Rudi. (2011)*An Introduction to the Sociology of Work and Occupations*. Sage Publications, Inc. (second edition). Chs. 1 and 2, Pp. 1-16 and 19-35.

b. Sociology of Work: An Overview

Strangleman, Tim. (2016).The Disciplinary Career of the Sociology of Work. In Edgell, Gottfried and Granter (Ed.), *The Sage Handbook of the Sociology of Work and Employment*. Los Angeles/London/New Delhi/Singapore/Washington DC, Sage Reference, Ch. 2.

Unit 2: Industrial Culture and Organization

a. Industrialisation, Industrialism and Post-industrialism

Ramaswamy E. A. and Uma Ramaswamy. (1981) *Industry and Labour*. New Delhi, Oxford University Press. Ch 3, Pp.33-65.

b. Information Society
Kumar, Krishan. (1999).*From Post-Industrial to Post-Modern Society*. Oxford, Blackwell Publishers Ltd. Ch 2, Pp 6-35.

Unit 3: Work in the Informal Sector

Breman, Jan. (2003). The Informal Sector in Veena Das (Ed.), *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi, OUP. Pp. 1287-1312.

Kumar, Sanjay and Sharit Bhowmik. (2010). Street Vending in Delhi in Sharit Bhowmik (Ed.), *Street Vendors in the Urban Global Economy*. Routledge. Pp. 46-67.

Unit 4: Dimensions of Work

a. Alienation

Erikson, Kai. (1990). On Work and Alienation in Erikson, K. and S.P. Vallas (Eds.), *The Nature of Work: Sociological Perspectives*. New Haven and London, American Sociological Association Presidential Series and Yale University Press. Pp. 19-33.

Taylor, Steve. (1998). Emotional Labour and the new Workplace. In Thompson and Walhurst (Eds.), *Workplace of the Future*. London, Macmillan. Pp. 84-100.

c. Gender

Hynes, Kathryn and Kelly Chandler. (2008).Gender in the workplace. In Wethington, Elaine and Rachel Dunifon (Ed.), *Encyclopaedia of the Life Course and Human Development*, Gate Publishers. Pp.163-169.

Chowdhury, Prem. 1993. High Participation, Low Evaluation: Women and Work in Rural Haryana, in *Economic and Political Weekly*, December 25, Pp.136-148.

c. Unpaid Work and Forced Labour

Edgell, Stephen. Unpaid Work-Domestic and Voluntary work. In *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage, 2012. Pp.153-181.

Coser, Lewis. (1990). Forced Labour in Concentration Camps. In Erikson, K. and S.P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*. New Haven and London, American Sociological Association Presidential Series and Yale University Press, 2006. Pp. 162-69.

d. Risk, Hazard and Disaster

Visvanathan, Shiv. (1986)Bhopal: The Imagination of a Disaster, *Alternatives* XI, Pp. 147-165.

Zonabend, Francoise. The Nuclear Everyday in Massimiliano Mollona, Geert De Neve and Jonathan Parry (Ed.), *Industrial Work and Life: An Anthropological Reader*. London, Berg, 2009. Pp. 167-185.

Suggested Readings:

Bell, Daniel. *The Coming of Post-Industrial Society*. London, Heineman, 1976. Introduction, Pp.12-45.

Devine, Fiona. (1992). Gender Segregation in the Engineering and Science Professions: A case of continuity and change. In *Work, Employment and Society*, 6 (4). Pp.557-75.

Freeman, Carla. (2009) Femininity and Flexible Labour: Fashioning class through gender on the global assembly line. In Massimiliano Mollona, Geert De Neev and Jonathan Parry (Eds.), *Industrial Work and Life: An Anthropological Reader*. London, Berg,. Pp. 257-268.

Grint, Keith. (2005). Classical Approaches to Work: Marx, Durkheim and Weber. In *The Sociology of Work: An Introduction*. Polity Press, Cambridge,. Pp. 90-112.

Talib, Mohammad. (2010). *Writing Labour- Stone Quarry Workers in Delhi*. New Delhi, OUP. Chapter 1, Pp. 23-54.

Additional Resources:

Audio Visual Material:
1. Chaplin, Charlie 1936. 'Factory Scene'- 'Modern Times'
2. Cole, Nigel 2010. *"Made in Dagenham"*
3. Alux.com "15 Jobs that will disappear in the next 20 years due to AI"
4. NatGeo, 2014. "The Bhopal Disaster: India"

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Discipline Specific Elective (DSE) 03
Sociology of Health and Medicine

> **DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-03) : Sociology of Health and Medicine**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 03 Sociology of Health and Medicine	4	3	1	0	12th Class Pass	Nil

Course Learning Objectives

1. To render health and medicine as a complex interaction between social and biological processes.
2. To introduce cultural dimension in the construction of illness and medical knowledge.
3. To outline different theoretical approaches in Sociology of Health and Medicine.
4. To illustrate social experiences of health and illness through case studies and health policies.

Course Learning Outcomes

1. *Analyse* the everyday experience of health and illness as an outcome of social, political, economic, cultural, and biological processes.
2. *Apply* the key concepts and approaches of sociology of health and medicine to understand the social embeddedness of medical ideas and practices.
3. *Develop* a critical understanding of modern biomedicine, medical pluralism and integration of different systems of medicine.
4. *Theorise* about the contemporary concerns and debates in medical sociology.

SYLLABUS OF DSE-03

Unit 1. Conceptualising Disease, Sickness, and Illness (9 Hours)
The section introduces students to the key concepts in Medical Sociology that define the field as being distinct from Medical Sciences.

Unit 2. Theoretical Orientations to Health and Illness (18 Hours)

This section situates the study of health and illness in the theoretical context of the discipline. It seeks to familiarize the students with the perspectives that have shaped the discourse on health and illness in Sociology.

a. **Systems Approach**
b. **Political Economy of Health**
c. **Health as a Power Discourse**
d. **Feminist Approaches**

Unit 3. Some Issues and Concerns in Medical Sociology (18 Hours)
This section focuses on issues of critical relevance in contemporary times. These issues not only alter the character of medical systems but also impinge on the dynamics of social relations.

a. **Medical Pluralism**
b. **Assisted Reproductive Technologies**
c. **Mental Health**
d. **Digital Technologies and Health**

Practical component (if any) - NIL

Essential/Recommended Readings

Unit 1. Conceptualising Disease, Sickness, and Illness

Turner, B. S. (1995). *Medical power and social knowledge.* Sage. Chapter 1, Pp. 1–17.

Freund, P. E. S., McGuire, M. B., & Podhurst, L. S. (2003). *Health illness and the social body: A critical sociology* (4th ed.). Prentice Hall. Chapter 9. Pp. 195–223.

Unit 2. Theoretical Orientations in Health and Illness

Lupton D. (2012). *Medicine as culture: Illness, disease and the body* (3rd ed.). Sage. Chapter 1. Pp. 1–19.

a. **Systems Approach**

Turner, B. S. (1995). *Medical power and social knowledge.* Sage. Chapter 3. Pp. 44–54.

b. **Political Economy of Health**

Morgan, L. (1987). Dependency theory and the political economy of health: An anthropological critique. *Medical Anthropology Quarterly* (New Series), 1(2), Pp. 131–154.

c. Health as a Power Discourse

Foucault, M. (1980). The politics of health in the eighteenth century. In M. Foucault, & C. Gordon (Ed.), *Power/knowledge: Selected interviews and other writings 1972–1977* Pantheon. Pp. 166–182.

d. Feminist Approaches

Lupton D. (2012). *Medicine as culture: Illness, disease and the body* (3rd ed.). Sage. Chapter 6. Pp. 149–172.

Unit 3. Some Issues and Concerns in Medical Sociology

a. Medical Pluralism

Baer, H. A., Singer, M., & Susser, I. (1994). *Medical anthropology and the world system.* Praeger. Chapter 10. Pp. 307–328.

Sujatha, V. (2011). What could "integrative" medicine mean? Social science perspectives on contemporary ayurveda. *Journal of Ayurveda and Integrative Medicine*, 2 (3). Pp. 115–23.

b. Assisted Reproductive Technologies

Marwah, V., & Naidu, S. (2011). Reinventing reproduction, re-conceiving challenges: An examination of assisted reproductive technologies in India. *Economic and Political Weekly*, 46(43), Pp. 104–111.

c. Mental Health

Horwitz, A. V. (2013). The sociological study of mental illness: A critique and synthesis of four perspectives. In C. S. Aneshensel, J. C. Phelan, & A. Bierman (Eds.), *Handbook of the sociology of mental health*, Springer Science. Pp. 95–112.

d. Digital Technologies and Health

Deborah L. (2013). *Digitized Health Promotion: Personal Responsibility for Health in the Web 2.0 Era* (Working Paper No. 5). Sydney Health & Society Group.

Suggested Readings:

Baer, H. A., Singer, M., & Susser, I. (1994). *Medical anthropology and the world system.* Praeger.

Denny, E. (1994). Liberation or oppression? Radical feminism and in vitro fertilisation. Sociology of Health and Illness, 16 (1). Pp. 62–80.

Gabe, J. & Monaghan, L. F. (Eds.), (2013). *Key concepts in medical sociology* (2nd ed). Sage.

Gupta J. A. (2000). *New reproductive technologies women's health and autonomy: Freedom or dependency*. Sage. [Chapter 2].

Inhorn, M. (2000). Defining women's health: Lessons from a dozen ethnographies. *Medical Anthropology Quarterly*, 20(3), 345–378.

International Consultation on Commercial Economic and Ethical Aspects of Assisted Reproductive Technologies, Sarojini, N. B., Marwah, V., & Sama—Resource Centre for Women and Health. (2014). *Reconfiguring reproduction: Feminist health perspectives on assisted reproductive technologies*. Zubaan Publishers, in collaboration with Sama—Resource Group for Women and Health.

Kleinman, A. (1998). *The illness narratives: Suffering, healing and the human condition*. Basic Books Inc. [Chapter 1, pp. 3–30].

Leslie, C. (1976). *Asian medical systems: A comparative study*. University of California Press. [Introduction, pp. 1–12].

Nichter, M. (1996). Popular perceptions of medicine: A south Indian case study. In M. Nichter & M. Nichter. *Anthropology and international health* (pp. 203–237). Gordon and Breach.

Pande, A. (2010). Commercial surrogacy in India: Manufacturing a perfect mother-worker. *Signs: Journal of women in culture and society*, 35(4), 969–992.

Patel, T. (2012). Global standards in childbirth practices. In V. Sujatha & L. Abraham (Eds.), *Medical pluralism in contemporary India* (pp. 232–254). Orient Blackswan.

Rao, M. (2009). 'Health for all' and neoliberal globalisation: An Indian rope trick. In L. Panitch, & C. Leys (Eds.), *Morbid symptoms: Health under capitalism* (pp. 262–278). Merlin.

Turner, B. S. (1995). *Medical power and social knowledge.* Sage.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Category V
Common List of Generic Electives (GE)
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Sociology
Generic Elective 07
Social Inequalities

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 07 Social Inequalities	4	3	1	Nil	12th Class Pass	Nil

Learning Objectives:

1. To provide an understanding of pervasive and persistent character of inequalities in social life.
2. To outline sociological concepts and theories that help us to comprehend social inequalities.
3. To elaborate multiple ways in which social inequalities manifest and draw out their consequences for the individuals, groups and communities.

Learning outcomes:

1. *Comprehend* various theories of social inequality.

2. *Identify and illustrate* how social inequality manifests in different socio-cultural contexts.
3. *Apply* theoretical knowledge to empirical contexts of inequality.

4. *Critically analyse* the configurations and consequences of social inequalities.

SYLLABUS OF GE 07

Unit I. Introduction to the study of Inequality (12 Hours)

This unit introduces students to the pervasive character of inequalities in social life and the ways in which it has been studied within the discipline. It also elaborates the concept of social inequality through different theoretical perspectives.

a. Understanding social inequality
b. Perspectives on Inequality

Unit II. Manifestations of inequality in social life (18 Hours)
This unit provides an analysis of the various manifestations and consequences of social inequality on individua lives. The instances of inequalities within family, caste, class, race and gender structure have been examined in this unit.

a. Family structure and inequality
b. Caste and higher education
c. Labour market inequality
d. Racial Inequality
e. Gender inequality

Unit III. Contemporary Issues in Global Inequality (15 Hours)
This unit provides an understanding of emerging issues in the study of social inequality across the globe as a result of cross border migration, tourism and global media.

a. Globalisation and inequality
b. Cross border Migration
c. Media
d. Tourism

Practical component (if any) - NIL

Essential/Recommended Readings:

Unit 1: Introduction to the study of Inequality

a. Understanding Social Inequality

Béteille, A. (1969). *Social inequality*. Penguin Books. Pp. 1-14, 362-380.

b. Perspectives on Inequality

Marger, M. N. (1999). *Social Inequality. Patterns and Processes*. Mountain View. Chapter 2. Pp. 26-53.

Unit 2: Manifestations of Inequalities in Social life

a. Family Structure

McLanahan, S &Percheski,C (2008) Family structure and reproduction of inequalities: *Annual Review of Sociology*, 34. Pp. 257-74.

b. Caste and Higher Education

Deshpande, S. (2006). Exclusive Inequalities: Merit, Caste and Discrimination in Indian Higher Education Today. *Economic and Political Weekly*, 41(24). Pp. 2438–2444.

c. Labour Market Inequality

Kreckel, R. (1980). Unequal opportunity structure and labour market segmentation. *Sociology*, 14(4). Pp. 525-550.

d. Racial Inequality

Fang Gong, Jun Xu and David T. Takeuchi, 2017. Racial and Ethnic Differences in Perceptions of Everyday Discrimination. *Sociology of Race and Ethnicity*. 3 (4). Pp. 506-521.

e. Gender Inequalities

Ridgeway, C. L. (2009). Framed before we know it: How gender shapes social relations. *Gender & Society*, *23*(2). Pp. 145-160.

Unit 3: Contemporary Issues in Global Inequality

a. Globalization

Milanovic, B. (2016). *Global inequality: A new approach for the age of globalization.* Harvard University Press. Introduction and Chapter 1. Pp. 1-45.

b. Migration

Faist, T. (2016). Cross-border migration and social inequalities. *Annual Review of Sociology*, 42. Pp 323-346.

c. Media

Denzin, N. K. (2005). Selling images of inequality: Hollywood cinema and the reproduction of racial and gender stereotypes. *The Blackwell companion to social inequalities.* Pp. 469-501.

d. Tourism

Bell, C. (2005). The nervous gaze: Backpacking in Africa. *The Blackwell companion to social inequalities.* Pp. 424-440.

Suggested Readings:

Rachel Sherman, 2017. *Uneasy Street: The Anxieties of Affluence*. Princeton: Princeton University Press.

Atkinson Anthony B. 2015 *Inequality: What Can be Done*? Cambridge: Harvard University Press. Pp. 241-308

Béteille, A. (1991). The Reproduction of Inequality: Occupation, Caste and Family. *Contributions to Indian Sociology* n.s., 25(1), 3–28.

Grusky, D. (2018). *The Inequality Reader: Contemporary and foundational readings in race, class, and gender*. Routledge.

Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & Society*, *20*(4), 441-464. 23.

Priestley, M. (2005). Disability and social inequalities. *The Blackwell companion to social inequalities*, 372-395.

Tilly, C. (2005). Historical perspectives on inequality. *The Blackwell companion to social inequalities*, Pp. 15-30.

Audio Visual Materials:

A Girl in the River: The Price for Forgiveness (Pakistan): Dir. Sharmeen Obaid Chinoy: 40 mins

A Pinch of Skin (India): Dir. Priya Goswami: 28 mins

Kony 2012 (Uganda): Dir. Jason Russell: 30 mins

Sri Lanka's Killing Fields: Dir. Callum Macrae: 49 mins

Film "Park Avenue: Money, Power and the American Dream – Why Poverty." 59 Minutes https://www.youtube.com/watch?v=6niWzomA_So

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

Sociology
Generic Elective 08
Cities and Society

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 08 Cities and Society	4	3	1	Nil	12th Class Pass	Nil

Learning Objectives

1. To present and examine some of the distinct issues that cities face in developing countries.
2. To provide a focused discussion on cities in the developing world, equipping students with the theoretical tools necessary to analyse these issues and the processes which underpin them.
3. To generate an understanding on the forms of social inclusion and exclusion in cities in terms of class, gender, ethnicity, and location (neighborhoods).

Learning outcomes

At the end of the course, the students will be able to:

1. *Understand* a sociological perspective on the nature of contemporary cities in the global south.
2. *Assess* the distinctiveness of cities in developing nations in terms of their issues and problems.
3. *Analyz*e the processes of inclusion and exclusion that impinge upon the lives of the city dwellers in terms of their identities.
4. *Develop and discuss* a case study approach and arrive at cross cultural analysis of cities.

SYLLABUS OF GE 08

Unit I: Conceptualising the City in the 21st Century (6 Hours)

In this unit, students will be introduced to the specific issues associated with urbanization in developing nations of 21st century.

Unit II: Experiences of Urban Life in Developing Societies (9 Hours)

This unit highlights the ways in which the social categories of class, gender and ethnicity impacts the individual and community experiences of the city.

a. Class
b. Gender
c. Ethnicity

Unit III Right to the City: The Processes of Claim-making (15 Hours)

This unit focuses on the cultures of resistance that groups and communities have come to adopt in their struggle to communicate issues around access to power and legitimacy.

a. Gender and Citizenship
b. Claims of Urban Poor
c. Cultures of Resistance

Unit IV. Future of Cities in the Developing World (15 Hours)

This unit examines the emerging challenges in the study of cities and highlights the cultural and political directions that further influence the wider context of city life in the developing world.

a. Challenges of Urban growth and Planning
b. Issues of Sustainability: Urban Housing
c. Uncertain cities in Emerging Economies

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit I: Conceptualising the City in 21st Century

Sassen, S. (2010). The city: Its return as a lens for social theory. *City, Culture and Society*, 1(1). Pp.3–11.

Simone, Abdou Maliq. (2020). Cities of the Global South. *Annual Review of Sociology*, *46*. Pp .603-22

Unit II: Experiences of the Urban Life in Developing Societies

a. Class

Bayón, María Cristina, Saraví, Gonzalo A. and Breña, Mariana Ortega . 2013. The Cultural Dimensions of Urban Fragmentation: Segregation, Sociability, and Inequality in Mexico City *Latin American Perspectives* Vol. 40, No. 2. Pp. 35-52 .

b. Gender

Thieme,Susan, Muller-Boker,Ulrik. and Backhaus, Norman.2011. Women's Livelihoods in a Transnational Social Space: Labour Migration from Far West Nepal to Delhi, India in

Saraswati Raju (Ed.), *Gendered Geographies. Space and Place in South Asia.* OUP. New Delhi. Pp. 62-78.

c. Ethnicity

McDuie-Ra, Duncan. 2013. Beyond the 'Exclusionary City'. *Urban Studies*, Vol 50, No. 8. Pp. 1625-1640.

Unit III Right to the City: Processes of Claim-making

a. Claims of Urban Poor

Simone, AbdouMaliq. 2015. The Urban Poor and Their Ambivalent Exceptionalities: Some Notes from Jakarta. *Current Anthropology*, Vol. 56. Pp.15-23.

Gupte, Jaideep. 2012. Linking Urban Vulnerability, Extralegal Security, and Civil Violence: The Case of the Urban Dispossessed in Mumbai in Renu Desai and Romola Sanyal (Eds.), *Urbanizing Citizenship. Contested Spaces in Indian Cities*. Sage. New Delhi. Pp. 90-210.

b. Gender and Citizenship

Fadaee, Simon and Schindler, Seth. 2017. Women Hawkers in Tehran's Metro: Everyday politics and the production of public space. *International Development Planning Review*, Vol. 39(1). Pp. 57-75.

Froystad, Kathinka. 2006. Anonymous Encounters: Class categorisation and social distancing in public places in Geert De Neve and Henrike Donner (Eds.), *The Meaning of the Local: Politics of Place in Urban India*. Routledge. London. Pp. 159-179.

c. Cultures of Resistance

Klaus, Enrique. 2014. Graffiti and Urban Revolt in Cairo. *Built Environment*,Vol. 40, No. 1, Arab Cities After 'The Spring'. Pp. 14-33.

4. Future of Cities in the Developing World

a. Challenges of Urban Growth and Planning

Shaw, Annapurna. 2005. Peri-Urban Interface of Indian Cities: Growth, Governance and Local Initiatives. *Economic and Political Weekly*, Vol. 40, No.2. Pp 129-136.

b. Issues of Sustainability: Urban Housing

Rademacher, Anne. 2009. When is Housing an Environmental Problem? Reforming Informality in Kathmandu. *Current Anthropology*, Vol. 50. No.4. Pp 513-33.

Roy, Souvanic. 2016. The Smart City Paradigm in India: Issues and Challenges of sustainability and Inclusiveness. *Social Scientist*, Vol. 44, No. 5/6. Pp. 29-48.

c. Uncertain cities in Emerging Economies

Yves Van Leynseele & Marco Bontje. 2019. Visionary cities or spaces of uncertainty? Satellite cities and new towns in emerging economies. *International Planning Studies,* Vol. 24. No. 3-4. Pp. 207-217.

Suggested Readings:

Vormann, Boris and Gina Caison. 2014. The Logics and Logistics of Urban Progress: Contradictions and Conceptual Challenges of the Global North-South Divide. *The Global South*, Vol 8, No. 2. The Global South and/in the Global North: Interdisciplinary Investigations Pp. 65-83.

Srivastava, Sanjay. 2009. Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi. *Economic and Political Weekly*,Vol. 44. No. 26/27. Pp. 338-345.

Saad, Moataz Moustafa. Ibrahim, Mohamed AbdelAll and Sayad, Zeyad M. El. 2017. Eco-City as Approach for Sustainable Development. *American Scientific Research Journal for Engineering, Technology, and Sciences*, Vol 28. No 1. Pp. 54-74.

Hyun Bang Shin and Soo-Hyun Kim. 2016. The developmental state, speculative urbanization and the politics of displacement in gentrifying Seoul. *Urban Studies*, Vol. 53, No. 3, Special issue: Locating gentrification in the Global East Pp. 540-559.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Sociology
Generic Elective (GE) 09
Sociology of Climate Change

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 09 Sociology of Climate Change	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce students to the issue of climate change from a multidisciplinary perspective.
2. To examine various dimensions of climate change and the efforts at mitigating its effects from a sociological lens.
3. To examine issues sustainability and climate risks in face of climate change.

Learning Outcomes:

1. *Demonstrate* an understanding of the various sociological dimensions of climate change and sustainability.

2. *Analyse* causes, course and consequences of climate change.

3. *Develop* skills to *advance and assess* solutions for social issues arising out of climate change.

SYLLABUS OF GE 09:

Unit 1 Understanding Climate Change (15 Hours)

This unit attempts to locate the primary arguments related to sociology of climate change by contextualising how society and human activity have contributed to environmental transformations.

a. **Anthropocene**
b. **Population and Consumption**
c. **Development and Sustainability**

Unit 2 Governing Climate Change (15 Hours)

This unit looks at how climate change is not only a social and human issue, but political and legislative as well, with far reaching societal and environmental consequences.

a. **Policy and Protocols**
b. **Disaster and Risk Management**
c. **Role of Civil Society**

Unit 3 Experiencing Climate Change (15 Hours)

This unit highlights the interconnectedness of environment and society, highlighting a need to understand climate change by re-examining social and environmental events and processes.

a. **Social Inequalities**
b. **Migration and Adaptation**

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit 1. Understanding Climate Change

a. Anthropocene

Dietz, T., Shwom, R. L., & Whitley, C. T. (2020). Climate change and society. *Annual Review of Sociology*, 46(1), Pp. 135-158.

Rosa, E. A., Et. Al. (2015). The human (anthropogenic) driving forces of global climate change. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives*. Oxford University Press. Pp. 32-60.

b. Population and Consumption

Chertkovskaya, E. (2019). Ecology of culture. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* Tulika Books. Pp. 166-168.

Ehrhardt-Martinez, K., Schor, Et. Al. (2015). Consumption and climate change. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives.* Oxford University Press. Pp. 93-126.

c. **Development and Sustainability**

Adger, W. N., Et. al. (2013). Cultural dimensions of climate change impacts and adaptation. *Nature Climate Change* 3(2). Pp. 112-117.

Kothari, A., Et. al. (Eds.), *Pluriverse: A post-development dictionary* (pp. 32-33). Tulika Books. Development – for the 1 per cent, Maldevelopment, Climate-smart agriculture, Sustainable development. Pp. 6-11, 32-33, 71-73.

Unit 2 Governing Climate Change

a. Policy and Protocols

Andharia, J. (2021). Disaster management: Institutionalising risk-informed planning. In R. Agarwal, and O. Goyal. (Eds.). *The Crisis of Climate Change: Weather report*. Routledge India Pp. 34-46.

b. Disaster and Risk Management

Beck, U. (2006) Living in the world Risk Society. *Economy and Society*,35(3). Pp.329-345.

Swyngedouw, E. (2010). Apocalypse forever? Post-political populism and the specter of climate change. *Theory, Culture and Society*, 27(2-3). Pp. 213-232.

Seed, J. (2019). Deep ecology. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* Tulika Books. Pp.145-147.

c. Role of Civil Society

Kothari, A., Et. al. (Eds.), *Pluriverse: A post-development dictionary* . Tulika Books. Commons, Environmental justice, Tribunal on the rights of nature, Ubuntu. Pp. 32-33, 124-126, 182-184, 320-325.

Dutta, S. (2021). From 'climate change' to 'climate justice': Civil society' movement(s). In R. Agarwal and O. Goyal (Eds.). *The Crisis of Climate Change: Weather report*. Routledge. Pp. 230-244.

Unit 3 Experiencing Climate Change:

a. Social Inequalities

Harlan, S. L., Et. al (2015). Climate justice and inequality. In R. E. Dunlap & R. J. Brulle. *Climate Change and Society: Sociological perspectives.* Oxford University Press. Pp. 127-163.

Terreblanche, C. (2019). Ecofeminism. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary*, Tulika Books. Pp. 163-165.

b. Migration and Adaptation

Kothari, A., Et. al. (Eds.), Pluriverse: A post-development dictionary Transhumanism,. Earth spirituality, Nature rights, social ecology. . Tulika Books. Pp. 74-78, 157-159, 243-246, 308-310

Suggested Readings:

Ammar, N. (2019). Islamic ethics. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 212-213). Tulika Books.

Damdul, G. D. (2019). Buddhism and wisdom-based compassion. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 108-110). Tulika Books.

Ghazala, S. (2021). Forests and climate change in the anthropocene. In R. Agarwal & O. Goyal (Eds.). *The Crisis of Climate Change: Weather report* (1st ed., pp.69-77). Routledge India.

Halpin, H. (2019). Free software. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 188-190). Tulika Books.

Handmer, J., Et. al. (2012). Changes in impacts of climate extremes: Human systems and ecosystems. In C. B. Field, Et. al. (Eds.) *Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation* A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change (IPCC). Cambridge University Press. Pp. 231-233, 237-266.

Hugu, S. (2019). Tao worldview. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 314-316). Tulika Books.

Kumar, S. (2019). Jain ecology. In Kothari, A., Salleh, A. Escobar, A., Demaria, F., & Acosta, A. (Eds.), *Pluriverse: A post-development dictionary* (pp. 214-216). Tulika Books.

Mishra Anupam (2006).*Saf Mathey ka Samaj*,London ,Penguin Books

Mishra Anupam (2027).*Aaj Bhi Khare Hain Talab*, Delhi, Prabhat Prakashn.

Rao, N. (2021). Achieving gender equality in the face of a climate crisis. In R. Agarwal & O. Goyal (Eds.). *The Crisis of Climate Change: Weather report* (1st ed., pp.104-115). Routledge India.

Additional Resources

https://sdgs.un.org/goals

https://www.indiawaterportal.org/

Documentaries

1. *Kiss the ground: How we can reverse climate change* [YouTube channel]. YouTube: https://www.youtube.com/watch?v=uf8dF0agJEk&ab_channel=FactualAmericaPodcast
2. *Anote's Ark* (2018) [Film]. https://www.imdb.com/title/tt7689934/
3. *Welcome to the Anthropocene* [Video]. YouTube
4. https://www.youtube.com/watch?v=fvgG-pxlobk&ab_channel=ArlindBoshnjaku
5. *Wall-E* ,(2008), Directed by , Andrew Stantion, Walt Disney Studios Motion Pictures.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B. A. (H) Sociology
Discipline Specific Core (DSC) 08
Political Sociology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 08 Political Sociology	4	3	1	0	12th Class Pass	Nil

Learning Objectives:

1. To introduce the sub-field of political sociology
2. To provide students the basic conceptual tools for a sociological analysis of political phenomena.
3. To outline classical and contemporary sociological traditions that analyse political institutions and processes.
4. To discuss original sociological writing on interface between politics and society and their divergent theoretical and empirical contexts..
5. To locate the fundamental questions of politics and power in an age of global transformations through an engagement with the three cornerstones of contemporary societies- the state, nation and democracy.

Learning outcomes:

1. *Delineate* the history of sociological study of politics.
2. *Identify and compare* the different perspectives in the sociological study of politics.
3. *Analyse* how political phenomena are embedded in the social and historical contexts of societies.
4. *Apply* the concepts learnt to *formulate* problematics emerging out of their own situations and historical circumstances.

SYLLABUS OF DSC-08

Unit 1. Introducing Political Sociology (3 Hours)

This unit introduces students to the sub-discipline of political sociology, its origins and analytical concerns.

Unit 2. Concepts, Institutions and Processes (42 Hours)

This unit teaches students the fundamental concepts in political sociology and enables them to understand the workings of political institutions and processes.

a. **Power and Authority (18 Hours)**

b. **Classes, Elites, States and Nations (12 Hours)**

c. **Democracy, Citizenship and Local Politics (9 hours)**

d. **Politics, Identities and Technology (6 Hours)**

Practical component (if any) – NIL

Essential/Recommended Readings:

Unit 1: Introducing Political Sociology
Bottomore, Tom. (1983). *Political Sociology*, Bombay: BI Publications, Introduction, pp. 7-19.

Unit 2. Concepts, Institutions and Processes
a. **Power and Authority**

Weber, Max. (1994). *Sociological Writings*. United Kingdom: Continuum. Pp. 9-13, 23-24,28-46, 59-67.

Piven, Frances Fox and Richard A. Cloward. (2005). Rule Making, Rule Breaking, and Power in Thomas Janoski (Ed.), *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. United States: Cambridge University Press. Pp. 33-53.

Foucault, Michel. (2021).Two Lectures, in *Culture/Power/History*: *A Reader in Contemporary Social Theory*. United States: Princeton University Press. Pp. 200-221.

b. **Classes, Elites, States and Nations**

Miliband, Ralph. (1983). *Class Power and State Power*. United Kingdom: Verso. Chapter 4. State Power and Class Interests. Pp. 63-77.

Albertoni, Ettore A. (1987). *Mosca and the Theory of Elitism*. United Kingdom: B. Blackwell. Chapter 9. The Italian School of Elitism: Between Myth and Reality. Pp. 109-119.

Bourdieu, Pierre. (1994). Rethinking the State: Genesis and Structure of the Bureaucratic Field.

Sociological Theory 12(1): 1-18.

Chatterjee, Partha. (2010). The State. In *The Oxford Companion to Politics in India*. India: Oxford University Press. Pp. 3-14.

Smith, Anthony D. and John Hutchinson (Ed.) (1994). *Nationalism*. United Kingdom: Oxford University Press, 1994. Pp. 21-25, 29-35.

c. Democracy, Citizenship and Local Politics

Bobbio, Norberto. (1987) *Future of Democracy*. United Kingdom: Wiley. Chapter 1. The Future of Democracy. pp. 23-42

Marshall, T. H. (2014) Extracts from Citizenship and Social Class. In Richard Belamy etal. eds. *Citizenship: Volume I, what is Citizenship? Theories of Citizenship: Classic and Contemporary Debates*. London: Routledge. Pp.58-64.

Brass, P. R. (1984). National Power and Local Politics in India: A Twenty-year Perspective. *Modern Asian Studies*, 18(01). Pp.89-118.

d. Politics, Identities and Technology

Weiner, Myron. (2001), The Struggle for Equality: Caste in Indian Politics, in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press. Pp. 193-225.

Howard, P. N. (2005). Deep Democracy, Thin Citizenship: The Impact of Digital Media in Political Campaign Strategy. *The ANNALS of the American Academy of Political and Social Science*, 597(1), 153–170.

Suggested Readings:

Bailey, F. G. (2019). *Stratagems and Spoils: A Social Anthropology of Politics. United Kingdom*: Taylor & Francis Group.

Balibar, Étienne and Immanuel Wallerstein. (1991). *Race, Nation, Class: Ambiguous Identities*. United Kingdom: Verso.

Brown, Donald Mackenzie. (1953). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. United States: University of California Press.

Chakravarti, Anand. (1975) *Contradiction and Change: Emerging Patterns of Authority in a Rajasthan Village*. India: Oxford University Press.

Gledhill, John. (2000), *Power and its Disguises: Anthropological Perspectives on Politics*, 2nd Ed., London: Pluto Press, 2000. Pp.1-22.

Habermas, Jürgen, Sara Lennox, and Frank Lennox. (1964). The Public Sphere: An Encyclopedia Article. *New German Critique*, no. 3 (1974): 49–55.

Macpherson, C. B. (1966). *The Real World of Democracy*, Oxford: Clarendon Press.

Marshall, T.H. (1950). *Citizenship and Social Class and Other Essays*. Cambridge: Cambridge University Press.

Piven, Frances Fox., Cloward, Richard. (2012). *Poor People's Movements: Why They Succeed, How They Fail*. United States: Knopf Doubleday Publishing Group.

Rothermund, Dietmar. (2013). *Empires in Indian History and Other Essays*. India: Manohar Publishers & Distributors.

Rudolph, Lloyd I. (1992). The Media and Cultural Politics, *Economic and Political Weekly* Vol. 27, No. 28, pp. 1489-1495.

Spencer, Jonathan. (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. United Kingdom: Cambridge University Press.

Steinmetz, George. (2014). The Sociology of Empires, Colonies, and Postcolonialism. *Annual Review of Sociology*, 40(1), Pp. 77–94.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

B.A. (H) Sociology
Discipline Specific Core (DSC) 09
Sociology of Religion

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 09 Sociology of Religion	4	3	1	0	12th Class Pass	Nil

Course Learning Objectives:

1. Introduce students to sociology of religion as distinct field from religious studes through classic and contemporary readings.
2. Examine the dialectics between religion and society through the study of religious practices, customs, beliefs, and rituals.
3. Outline the role of religious faith and beliefs in the modern world.

Course Learning Outcomes:

1. *Identify and distinguish* the sociological approach to religion.
2. *Apply knowledge* of religious practices, customs, beliefs, and rituals to analyse relation between religion and society..
3. *Analyse* the significance of religious faith and beliefs in the modern world.

SYLLABUS OF DSC-09

Unit I Thinking through Sociology of Religion (15 Hours)
This unit introduces students to certain key concepts in Sociology of religion in terms of their definitions, interrelations and trajectories of usage..

a. **Religion in Sociology**

b. **Magic, Science and Religion**
c. **Atheism**

Unit II Religion and Ritual (9 Hours)
This unit provides a sociological understanding of the relationship between religion and rituals and the contexts of ritual practice.

a. **Rites of Passage**
b. **Ritual**

Unit III. Sociological Engagements with Religion (15 Hours)
This unit illustrates how religious ideas, beliefs and values shape people's understanding of their world.

a. **Hinduism**
b. **Islam**
c. **Christianity**
d. **Buddhism**

Unit IV Religion, State and Society (6 Hours)
This section traces the dynamic relationship between religion, state and society in the modern world in context of historical continuities and changes .

Practical component (if any) - NIL

Essential/Recommended Readings

Unit I. Thinking through Sociology of Religion (15 Hours)

a. Religion in Sociology

Davie, G. (2003). The Evolution of the Sociology of Religion: Theme and Variations. In *Handbook of the Sociology of Religion*, ed. Michele Dillon, Cambridge University Press. Pp. 61-75.

Durkheim, E. (2001). *The Elementary Forms of Religious Life*. A new Translation by Carol Cosman, OUP: Oxford. Pp. 25-46.

b. Magic, Science and Religion

Malinowski, B. (1948). *Magic, Science & Religion and Other Essays*. The Free Press: U.S.A.

Pp. 35-70.

c. Atheism

Schaffner, C and R. T. Cragun. (2020). Non-Religion and Atheism, Chapter 20. In *Handbook of Leaving Religion* (Ed.), Daniel Enstedt, Göran Larsson, Teemu T. Mantsinen, Brill, pp. 242-252.

Unit II. Religion and Ritual (9 Hours)

a. Rites of Passage

Van Gennep, A. (1960).*The Rites of Passage*. Routledge & Kegan Paul: London, Introduction and pp1-14, 116-145.

b. Ritual

Parry, J. (1985). Death and Digestion: The Symbolism of Food and Eating in North Indian Mortuary Rites, *Man* , New Series, Vol. 20, No. 4 , pp. 612-630 Published by: Royal Anthropological Institute of Great Britain and Ireland.

Unit III. Sociological Engagements with World Religions (15 Hours)

a. Hinduism

Shah A.M. and. M.N. Srinivas. (1968), Hinduism. In International. Encyclopedia of the Social Sciences, Vol.6, pp358-66.

3.2. Islam

Gilsenan, M. (1982). *Recognising Islam: An Anthropologist's Introduction*. Croom Helm: London. Pp 9-37.

3.3. Christianity

Parsons, T. (1968). Christianity. In *International Encyclopedia of the Social Sciences* Vol. 2, pp 425-447.

3.4. Buddhism

Gethin, R. (1998). The Buddha: The Story of the Awakened One . In *The Foundations of Buddhism*, OUP:Oxford, Chapter 1, pp. 7-34.

Unit IV. Religion, State and Society (6 Hours)

Smith. D. E. (1963). *India as a Secular State*, Princeton University Press. Ch. 1, 2 pp. 3-54.

Suggested Readings:

Berger, P.L. (1990). *The Sacred Canopy: Elements of a Sociological Theory of Religion*, 2nd Edition, New York: Anchor.

Béteille, A. (2002). Religion as a Subject for Sociology. In *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. Pp 184-2.

Beyer, P. (2003). Social Forms of Religion and Religions in Contemporary Global Society,

Cannell, F. (2005). The Christianity of Anthropology, *The Journal of the Royal Anthropological Institute*, Vol. 11(2), 335-356.

Durkheim, E. (1995). The Elementary Forms of the Religious Life. Translated by Karen E. Fields. New York: The Free Press. Book One and Conclusion. Pp. 303-412, 418- 448.

Geertz, Clifford. (1973). Religion as a Cultural System. In *The Interpretation of Cultures: Selected Essays*. Basic Books: NY. Pp.87-125.

in *Handbook of the Sociology of Religion*, (Ed.), Michele Dillon, Cambridge University Press. pp. 45-60.

Marx, K. 2008/9 [1843]. On the Jewish Question. In *Deutsch-FranzösischeJahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. org.

Southwold, M. (1978). Buddhism and the Definition of Religion, *Man, New Series*, Vol 13(3), pp. 362-379.

Southwold. M. (1978). Buddhism and the definition of religion, *Man*, New Series, Vol 13(3), pp. 362-379.

Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford. Pp100-122.

Tambiah, S. J. (1990). *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press. Pp. 1-41.

Weber. M. (2001). *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press. Pp. 103-126.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.