UNIVERSITY OF DELHI

CNC-II/093/1/EC-1276/25/10
Dated: 31.07.2025

N O T I F I C A T I O N

Sub: Amendment to Ordinance V

(ECR 24-14/ dated 12.07.2025)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of following Departments under the Faculty of Social Sciences based on Postgraduate Curriculum Framework 2024 for Semester-I and Semester-II, are notified herewith for the information of all concerned:

DEPARTMENT	**SYLLABI**	**Annexure**
Geography	M.A. Geography	1
	M.A. Geography Skill Based Courses	
Sociology	M.A. Sociology	2

REGISTRAR

Annexure-2

DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF DELHI

POST-GRADUATE CURRICULUM
SEMESTERS I & II

(BASED ON NEP-PG FRAMEWORK)

JULY 2025

CONTENTS

PART I
DISCIPLINE-SPECIFIC CORE (DSC) COURSES

Course Type	Course Title	Semester	Credits
DSC-1	Introduction to Sociological Theory	I	4 (L3+T1)
DSC-2	Sociology of Kinship	I	4 (L3+T1)
DSC-3	Sociology of Religion	I	4 (L3+T1)
DSC-4	Methodology of Social Sciences	II	4 (L3+T1)
DSC-5	Political Sociology	II	4 (L3+T1)
DSC-6	Economic Sociology	II	4 (L3+T1)

PART II
DISCIPLINE-SPECIFIC ELECTIVE (DSE) COURSES

Course Type	Course Title	Semester*	Credits
DSE-1	Sociology in India	I/II/III/IV	4 (L3+T1)
DSE-2	Sociology of Gender	I/II/III/IV	4 (L3+T1)
DSE-4	Sociology of Education	I/II/III/IV	4 (L3+T1)
DSE-5	Sociology of Generations and Life Course	I/II/III/IV	4 (L3+T1)
DSE-6	Urban Sociology	I/II/III/IV	4 (L3+T1)

***All DSE courses may be offered/opted for by students in any Semester of the Program.**

PART III
GENERIC ELECTIVE (GE) COURSES

Course Type	Course Title	Semester*	Credits
GE-1	Reading Ethnographies of India	I/II/III/IV	4 (L3+T1)
GE-2	Themes in Sociology	I/II/III/IV	4 (L3+T1)

***All GE courses may be offered/opted for by students in any Semester of the Program.**

PART IV
SKILL-BASED COURSES (SBC)

Course Type	Course Title	Semester	Credits
SBC-1	Academic Reading	I	2(1L+ 1P)
SBC-2	Learning from the Field	II	2 (P2)

PART I

DISCIPLINE-SPECIFIC CORE COURSES

DSC-1 Introduction to Sociological Theory

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-1: Introduction to Sociological Theory	4	3	1	0	Bachelor's degree in any course	None

Course Objectives:

This course aims to:

1. Provide an intellectual map of how the disciplines of sociology and anthropology emerged in different parts of the world.

2. Introduce themes that have historically been important in sociology and anthropology, drawing on three key theorists, read their canonical texts, and critically engage with them by bringing them in conversation with each other.

3. Introduce some key Indian sociological thinkers through their writings or speeches.

4. Introduce contexts and theorists hitherto neglected in the discipline, and reflect on the reasons.

Learning Outcomes:

At the end of this course, a student will be able to:

(i) Identify and elaborate on canonical thinkers and themes in sociology/anthropology
(ii) Enumerate and evaluate the significance of themes that have been important in the discipline.
(iii) Demonstrate understanding of some key Indian sociological thinkers through their writings and ideas about society
(iii) Demonstrate understanding of how and why certain themes have been marginalised in sociology.
(iv) Engage with conceptual frameworks in sociology and anthropology.
(v) Apply sociological and anthropological concepts to contemporary social issues.

Syllabus of the Course:

Unit I: Canons and Critiques (12 Hours)

This unit presents an overview of what sociology claims as its unique contribution, how the disciplines of sociology and anthropology emerged in different parts of the world, and critiques of the traditional disciplinary histories.

a. Understanding the Sociological Imagination
b. Disciplinary Histories of Sociological Theory
c. Disciplinary Histories of Anthropological Theory
d. Historicising and Critiquing the Sociological/Anthropological Canon

Unit II: Canonical Sociological Theorists: Conversations and Cross-Cutting Themes (12 Hours)

In this unit, the writings and context of key thinkers (Marx, Weber, and Durkheim) will be introduced. The writers will be put into conversation with each other to see how different approaches emerge in response to the same theme, or how different terms such as alienation or anomie emerge in response to a similar complex of concerns. Additional texts may be used for specific cross-cutting themes.

a. Division of Labour
b. Class, Status and Power
c. Individual and Society (Alienation, Anomie)
d. Method (Historical Materialism, Interpretive Method, Social Facts)

Unit III: Analysing Colonialism, Empire and Anti-Colonial Thought (9 Hours)

This unit introduces contexts and theorists that have hitherto been neglected in the history of sociology and anthropology, and discusses how this background changes our understanding of societies and how they have been studied in the disciplines of sociology and anthropology.

a. Colonialism and Capitalism
b. Anti-Colonial Theory
c. Post-Colonial Critiques
d. Key Anti/Post-Colonial Theorists

Unit IV: Theories on Society from India (12 Hours)

This unit will introduce some key Indian thinkers and their commentary on society, and how these diverged from or merged with Western perspectives.

a. Perspectives on industrialisation
b. Perspectives on modernity
c. Theories on decolonisation and post-colonialism
d. Perspectives on stratification and inequality

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Canons and Critiques

Mills, C. W. 1999. *The Sociological Imagination* (Chapter 1, "The Promise"). Oxford University Press.

Ritzer, G., & Stepnisky, J. 2022. *Sociological Theory* (11th ed., Part 1, Chapter 1, "A historical sketch of sociological theory: The early years"). Sage Publications.

Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (eds.). 2022. *Classical Sociological Theory* (Introduction, pp. 1–24). Wiley-Blackwell.

Nisbet, R. 2017. *The Sociological Tradition* (Part I). Routledge.

McGee, R. J., & Warms, R. L. 2025. *Anthropological Theory: An Introductory History* (Part II). Rowman and Littlefield.

Kuklick, H. 1991. *The Savage Within: The Social History of British Anthropology 1885–1945* (Selected Chapters). Cambridge University Press.

Béteille, A. 1993. Sociology and anthropology: Their relationship in one person's career. *Contributions to Indian Sociology 27*(2): 291–304.

Connell, R. W. 1997. Why is classical theory classical? *American Journal of Sociology 102*(6): 1511–1557.

Bhambra, G. K. & J. Holmwood. 2021. *Colonialism and Modern Social Theory*. Polity.

Patel, Sujata. 2023. Anti-Colonial Thought and Global Social Theory. *Frontiers in Sociology 8*:1143776.

Unit II: Canonical Sociological Theorists: Conversations and Cross-Cutting Themes

Hobsbawm, E. 1995. *The age of empire, 1875–1914* (Selections). Weidenfeld and Nicolson.

Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (eds.). 2022. *Classical Sociological Theory,* Parts II, III, and IV, Wiley-Blackwell.

Braverman, H. 1974. *Labour and Monopoly Capitalism*. Monthly Review Press.

Ambedkar, B.R. 2020 (1936). Annihilation of Caste. In *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. 1. Dr. Ambedkar Foundation. (pp. 23-98).

Unit III: Analysing Colonialism, Empire and Anti-Colonial Thought

Marx, K. 1954. *Capital: Volume I*. Moscow: Progress Publishers. (Chapters 26, 31, "Primitive accumulation")

Fanon, F. 1986. *Black Skin, White Masks*. Pluto Press.

Dubois, W.E.B. 1996. *The Souls of Black Folk*. Penguin Books.

Said, E. 1978. *Orientalism*. Pantheon Books

Hall, S. 2021. *Selected Writings on Race and Difference*. Duke University Press. (Selected Chapters)

Mishra, P. 2012. *From the Ruins of Empire.* Picador

Unit IV: Theories on Society from India

Sarkar, S. 2014. *Modern Times*. Orient BlackSwan. (Select Chapters)

Gandhi, M.K. 1909. *Hind Swaraj*. Navjivan Press

Nehru, J. 1946. *Discovery of India*. Penguin Books. (Chapters 7-10)

Ambedkar, B.R. Speeches in the Constituent Assembly, 4 November 1948 (*Constituent Assembly Debates (CAD*), Volume 7, pp. 31-44) and 25 November 1949 (*CAD* Volume 11, pp. 972-81).

Guha, R. 2011. *Makers of Modern India*. Harvard University Press. (Part II) (Writings by Syed Ahmad Khan and Jyotiba Phule), Part III (Writings by R.Tagore, E.V. Ramaswami, Kamladevi Chattopadhyay): Part IV (Writings by MS Golwalkar, RM Lohia, Jayprakash Narayan)

Uberoi, J.P.S. 1968. Science and Swaraj. *Contributions to Indian Sociology 2*(1): 119-123.

Ramanujan, A.K. 1989. Is there an Indian Way of Thinking? An Informal Essay. *Contributions to Indian Sociology 23*(1): 41-58.

DSC-2: Sociology of Kinship

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-2: Sociology of Kinship	4	3	1	0	Bachelor's degree in any course	None

Course Objectives:

This course aims to:

1. Develop an understanding of key issues in the study of kinship.
2. Appreciate the changes in kinship studies over time and across different cultures.
3. Identify and evaluate different approaches to studying kinship.

Learning Outcomes:

At the end of the course, a student will be able to:

i. Identify and evaluate different approaches to the study of kinship
ii. Explain and discuss key kinship concepts
iii. Analyse and explain how kinship and families are made through different processes and practices.

Syllabus of the Course:

Unit I: Early Approaches to the Study of Kinship (12 hours)

a. Origin of Kinship as an Object of Study
b. Descent, Residence, and Domestic Groups
c. Incest Taboo and Marriage Alliance
d. Axiom of Amity and Morality of Kinship

Unit II: Beyond Structures (9 hours)

a. Cultural Approach
b. The Practice and Process of Kinship
c. House Societies
d. Relatedness/ Mutuality of Being

Unit III: Doing Kinship (12 Hours)

a. Making Kin and Family
b. Conjugality, Domesticity and Care
c. Kinship, Technology and the State

d. Visualising Kinship

Unit IV: Boundaries and Exclusions (12 Hours)

a. Caste and Kinship
b. Intimacies and Marriage
c. Gender and Property
d. Honour, Shame and Violence

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussions, and reviews of books, articles and movies; research activities and projects; poster making and exhibitions; genealogical chart making and presentations; essay and other writing tasks relevant to the course. Students will be evaluated on the basis of the assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Unit-Wise Reading List:

Unit I: Early Approaches to the Study of Kinship

Trautmann, T. R. 1987. *Lewis Henry Morgan and the invention of kinship* (Chapters 1, 3, 10). University of California Press.

Fortes, M. 1953. The structure of unilineal descent groups. *American Anthropologist 55*(1):17–41.

Gough, E. K. 1959. The Nayars and the definition of marriage. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland 89*(1): 23–34.

Lévi-Strauss, C. 1969. *The elementary structures of kinship* (Select chapters). Eyre and Spottiswoode.

Goody, J. 1973. *The developmental cycle in a domestic group* (Introduction). Cambridge University Press

Rubin, G.1975. The traffic in women: Notes on the 'political economy' of sex. In R. R. Reiter (ed.), *Toward an anthropology of women*, pp. 157–210. Monthly Review Press. (Section on Levi-Strauss)

Parkin, R., & L.Stone (eds.), 2004. *Kinship and family: An anthropological reader*. Blackwell. (Chapter by Evans-Pritchard)

Fortes, M. 1969. Kinship and the axiom of amity. In *Kinship and the social order*, pp. 219–229. Aldine Publishing Co.

Goody, J. (Ed.). 2010. *The character of kinship* (Original work published 1973; essays by Strathern, Leach, Bloch, Pitt-Rivers). Cambridge University Press.

Shah, A M. 1998. *The Family in India*. Orient Longman. (Selected Chapters).

Unit II: Beyond Structures

Schneider, D. 2003. What is Kinship All About? *In* Robert Parkin and Linda Stone (eds). *Kinship and Family: An Anthropological Reader*, pp. 257-274. Blackwell Publishing.

Schneider, D. 1968. *American Kinship: A Cultural Account.* Prentice-Hall. (Selected Chapters)

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge University Press. (pp. 30-71).

Carsten, J. and Hugh-Jones, S. 1995. *About the House: Levi Strauss and Beyond.* Cambridge University Press. (Introduction and select chapters)

Carsten J. 2000. ed., 'Introduction' in *Cultures of Relatedness: New Approaches to the Study of Kinship,* pp.1-36. Cambridge University Press.

Sahlins, M. 2011. 'What kinship is (part one)'. *Journal of the Royal Anthropological Institute* (*N.S.*) *17*: 2-19.

Unit III: Doing Kinship

Howell, S. 2003. Kinning: The creation of life trajectories in transnational adoptive families. *Journal of the Royal Anthropological Institute* 9(3): 465-484.

Weston, K. 1997. *Families we Choose*. Columbia University Press. (Chapters 1-5)

Lamb, S. 2022. *Being Single in India: Stories of Gender, Exclusion and Possibility*. University of California Press. (Introduction and Chapter 3)

Finch, J. and Mason, J 2003. *Negotiating Family Responsibilities*. Routledge. (Selected Chapters)

Borneman, J. 1996. Until Death Do Us Part: Marriage/Death in Anthropological Discourse. *American Ethnologist 23*(2): 215-235.

Palriwala, R. 2005. Living to care: single parents in and out of welfare. *In* Carla Risseeuw, Rajni Palriwala, Kamala Ganesh (eds), *Care, Culture and Citizenship: Revisiting the politics of the Dutch welfare state,* pp.159-212. Het Spinhuis.

Pande, A. 2009. 'It may be her eggs but it's my blood': Surrogates and Everyday Forms of Kinship in India. *Qualitative Sociology 32(*4): 379–397.

Maunaguru, S. 2018. Transnational Marriages: Documents, Wedding Albums, Photographers and Jaffna Tamil Marriages *In* Ravinder Kaur and Rajni Palriwala (eds). *Marrying in South Asia,* pp. 253-270. Orient BlackSwan.

Unit IV: Boundaries and Exclusions

Agrawal, A. 2004. 'The Bedias are Rajputs': Caste Consciousness of a Marginal Community. *Contributions to Indian Sociology 38*(1&2): 221– 246.

Still, C. 2017. *Dalit women: Honour and patriarchy in South India*. Routledge. (Selected Chapters)

Lambert, H. 2000. Sentiment and Substance in North Indian Forms of Relatedness. In Janet Carsten (ed.) *Cultures of Relatedness: New Approaches to the Study of Kinship*, pp. 73-89. Cambridge University Press.

Chowdhry, P. 1997. Enforcing Cultural Codes: Gender and Violence in Northern India. *Economic and Political Weekly 32*(19): 1019–1028.

Parry, J. 2001. 'Ankalu's Errant Wife': Sex, Marriage and Industry in Contemporary Chhattisgarh. *Modern Asian Studies 35*(4): 783– 820.

Vatuk, S. 2018. Change and Continuity in Marital Alliance Patterns Muslims in South India, 1800–2012. *In* R. Kaur and R. Palriwala (eds) *Marrying in South Asia,* pp. 28-48. Orient BlackSwan.

Tambiah, S.J. 1989. Bridewealth and dowry revisited: The position of women in sub-Saharan Africa and north India. *Current Anthropology 30*(4): 413-435.

Basu, S. (ed.) 2005. *Dowry and inheritance*. Women Unlimited. (Selected Chapters by U. Sharma and others)

Yan, Y. 2003. *Private Life under Socialism: Love, intimacy, and family Change in a Chinese Village 1949-1999*. Stanford University Press. (Selected Chapters)

Das, V. 1995. National Honour and Practical Kinship. *In Critical Events*, pp. 55-83. Oxford University Press.

Suggested Readings:

Abraham, J. 2023. Caste and Kinship. *In* Surinder Jodhka and Jules Naudet eds. *The Oxford Handbook of Caste*, pp. 145-165. Oxford University Press.

Agrawal, A. (ed.) 2024. *Family Studies*. Oxford University Press. (Selected Chapters)

Bamford, S., & Leach, J. (eds.). 2009. *Kinship and beyond: The genealogical model reconsidered* (Introduction and Selected Chapters). Berghahn Books.

Carsten, J. 1995. The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi. *American Ethnologist 22*(2): 223–41.

Fortes, M. 1970. *Time and Social Structure and other Essays*. Routledge. (Chapter 1).

Kapadia, K. 1996. *Siva and her sisters: Gender, Caste and Class in Rural South India.* Oxford University Press. (Chapter 3).

Chowdhry, P. 2007. *Contentious Marriages, Eloping Couples: Gender, Caste and Patriarchy in Northern India*. Oxford University Press. (Selected Chapters).

Kaur, R., & Palriwala, R. (eds.). 2014. *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalising World*. Orient BlackSwan. (Introduction and Selected Chapters).

Mazumdar, A. 2021. Assisted Reproductive Technologies and the Conceptualization of Ageing in India. *Anthropology & Aging 42*(1):49-65.

Stacey, J. 2011. *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China.* New York University Press (Selected Chapters)

Uberoi, P (ed.) 1994. *Family, Kinship and Marriage in India*. Oxford University Press. (Introduction and Selected Chapters)

DSC-3: Sociology of Religion

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-3: Sociology of Religion	4	3	1	0	Bachelor's degree in any course	None

Course Objectives:

1. To understand key questions and sociological concepts in the study of religion.
2. To understand religion as a cross-cultural social phenomenon.
3. To sociologically understand religious beliefs, practices, basis of religious authority, religious and faith based organisations and movements across different societies
4. To inculcate a comparative perspective in the understanding of religion and its changing significance through examining case studies from diverse contexts.

Learning Outcomes:

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

i. *Identify the key questions in sociology of religion.*
ii. *Demonstrate understanding of the key sociological concepts to study religion sociologically.*
iii. *Appreciate the diversities and intricacies of religious beliefs and practices and analyse the varied forms of religious authority, organizations and movements.*
iv. *Demonstrate understanding of the meanings and place that religion has across different societies and times.*

Syllabus of the Course:

Unit I: Conceptualising Religion (9 Hours)

a. Religion as a domain of social life
b. Religion as a cross-cultural category
c. The idea of World Religions

Unit II: Sociological Perspectives on Religion (12 Hours)

a. Religion as Collective Representation
b. Religion and Rationality
c. Religion as a Cultural system
d. Secularization thesis

Unit III: Religious Beliefs and Practices (12 Hours)

a. Religion as Lived Reality
b. Ritual, Myth and Magic
c. Sacred Geography and Pilgrimage
d. Science and Religion

Unit IV: Religious Authority, Organizations and Movements (12 Hours)

a. Types and Sources of Religious Authority
b. Structure of Religious Organisations
c. Faith-Based Organisations
d. New Religious Movements

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided and announced by the course teacher every year and may consist of discussion and reviews of books, articles and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem solving exercises, essay and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Unit-Wise Reading List:

Unit I: Conceptualizing Religion

Smith, Jonathan Z. 1998. Religion, religions, religious. *In* M. Taylor (ed.), *Critical Terms for Religious Studies*, pp. 269-84. University of Chicago Press.

Fitzgerald, T., 1997. A critique of 'religion' as a cross-cultural category. *Method & Theory in the Study of Religion 9*(2): 91-110.

Masuzawa, T., 2012. *The invention of world religions*. University of Chicago Press. (Introduction, Chapters. 1, 3 & 4).

Asad, T. 1993. *Genealogies of religion: Discipline and reasons of power in Christianity and Islam*. Johns Hopkins University Press, Chapter 1.

Unit II: Sociological Perspectives on Religion

Durkheim, E. 1915. *The Elementary forms of Religious Life*. Allen and Unwin. (Select Chapters)

Weber, M. 1958. *The Protestant Ethic and the Spirit of Capitalism*. Charles Scribner's Sons (Selected Chapters)

Geertz, C. 1973. *The Interpretation of Culture*. Basic Books. (Chapter 4).

Asad, T. 1983. Anthropological conceptions of religion: Reflections on Geertz. *Man 18*(3): 237-259.

Wilson, B. 1985. Secularization: The Inherited Model. Phillip E. Hammond (ed.) *The Sacred in a Secular Age*, pp. 9-20. University of California Press.

Wilson, B. 1966. *Religion in a Secular Society*. Penguin Books. (Chapters 11 & 12).

Chaves, M. 1994. Secularization as Declining Religious Authority. *Social Forces 72* (3): 749-774.

Unit III: Religious Beliefs and Practices

McGuire, M. B. 2008. *Lived religion: Faith and practice in everyday life*. Oxford University Press (Chapters 1 & 3).

Malinowski, B. 1948. *Magic, Science and Religion and Other Essays*. Beacon Press. (pp. 1-124).

Turner, V.W. 1967. *The Forest of Symbols: Aspects of Ndembu Ritual*. Cornell University Press. (Chapter 4).

Evans-Pritchard, E.E. 1976. *Witchcraft, Oracles and Magic among the Azande.* Oxford: Clarendon Press. (Chapters 1-4)

Wuthnow, R. 2001. Spirituality and spiritual practice. In Richard Fenn. (Ed.) *The Blackwell companion to sociology of religion*, pp. 306-320. Blackwell.

Eck, D.L. 1998. The imagined landscape: Patterns in the construction of Hindu sacred geography. *Contributions to Indian sociology 32*(2): 165-188.

Eade, J. 1992 Pilgrimage and Tourism at Lourdes, France. *Annals of Tourism Research 19*(1): 18-32.

Coleman, S. 2022. *Powers of Pilgrimage: Religion in a World of Movement*. New York University Press. (Chapters 1 & 2).

Thomas, R., 2017. Atheism and unbelief among Indian scientists: Towards an anthropology of atheism(s). *Society and culture in South Asi*a *3*(1): 45-67.

Thomas, R., 2021. *Science and religion in India: Beyond disenchantment*. Routledge. (Chapters 3 & 5).

Unit IV: Religious Authority, Organizations and Movements

Roth, G. and C. Wittich. 1978. *Max Weber: Economy and Society*. University of California Press. (pp. 241-54, 439-51).

Ghurye, G.S. 1953. *Indian Sadhus*. Popular Book Depot. (Selected Chapters)

Srinivas, T. 2006. Divine enterprise: Hindu priests and ritual change in neighbourhood Hindu temples in Bangalore. *South Asia: Journal of South Asian Studies 29*(3): 321-343.

Dawson, L.L., 2009. Church-sect-cult: Constructing typologies of religious groups. Peter B. Clarke (ed) *The Oxford Handbook of the Sociology of Religion.* Oxford University Press.

Richardson, J T. 1993. Definitions of Cult: From Sociological-Technical to Popular-Negative. *Review of Religious Research* 34(4): 348–56.

Venugopal, C. N. 1990. Reformist Sects and the Sociology of Religion in India. *Sociological Analysis 51*: S77–S88.

Shah, A.M. 2006. Sects and Hindu Social Structure. *Contribution to Indian Sociology (n.s.) 40*(2): 210-48.

Sharma, U. M. 1970. The immortal cowherd and the saintly carrier: An essay in the study of cults. *Sociological Bulletin 19*(2): 137-152.

Ram, R., 2023. Understanding Diversity and Deras within the Sikh Panth (Community) *Journal of Sikh & Punjab Studies 30*(1): 147-213.

Clarke, G. (2006). Faith matters: faith-based organisations, civil society and international development. *Journal of International Development 18*(6): 835-848.

Jodhka, S. S., & P. Bora. 2012. In the Name of Development: Mapping 'Faith-Based Organisations' in Maharashtra. *Economic and Political Weekly 47*(1): 77–85.

Dawson, L. L. 2001 The Cultural Significance of New Religious Movements: The Case of Soka Gakkai. *Sociology of Religion 62*(3): 337-364.

Warrier, M. 2003. Processes of Secularization in Contemporary India: Guru Faith in the Mata Amritanandamayi Mission. *Modern Asian Studies 37*(1): 213-253.

Suggested Readings

Ammerman, N. T. 2014. Finding religion in everyday life. *Sociology of Religion 75*(2): 189-207.

Copeman, J & A. Ikegame. 2012. Guru Logics. *HAU: Journal of Ethnographic Theory 2*(1): 289-336.

Evans-Pritchard, E.E. 1956. *Nuer Religion*. Clarendon Press.

Fisher, M. 1980. *Iran: From Religious Dispute to Revolution*. University of Wisconsin Press.

Ibrahim, Farhana ed. 2024. *Studies in Religion and the Everyday*. Oxford University Press.

Josephson, J.Ā. 2014. The invention of religions in East Asia. In Bryan S. Turner and Oscar Salemink (eds.) *Routledge Handbook of Religions in Asia,* pp. 17-29. Routledge.

Lambek, M. 2002. *A Reader in the Anthropology of Religion*. Blackwell Publishing Ltd.

Madan, T.N. 1992. (ed.) *Religion in India*. Oxford University Press.

Robinson, R. (ed.). 2004. *Sociology of Religion in India*. Sage Publications.

Shaw, R., 1990. The invention of 'African traditional religion'. *Religion 20*(4): 339-353.

Singh, S.K. 2025. *Deras: Culture, Diversity and Politics*. Penguin Viking. (Selected Chapters)

Weber, M. 1965. *The Sociology of Religion.* Methuen & Co. Ltd.

Worsley, P. 1957. *The Trumpet Shall Sound: A study of 'Cargo' Cults in Melanesia*. Macgibbon and Kee.

DSC-4: Methodology of Social Sciences

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-4: Methodology of Social Sciences	4	3	1	0	Bachelor's degree in any course	None

Course Description.

In order to understand how various ontological and epistemological viewpoints influenced various aspects of the ethnographic process, the course introduces the fundamental concepts in the philosophy of social sciences. The course addresses broader philosophical debates such as induction/deduction, abduction/retroduction, subjective/objective, hermeneutics and ethnography, modernity/postmodernity, and so on.

Course Objectives:

This course aims to:

1. Engage with philosophical questions on epistemology, justifications for social science knowledge production, or interpretation of social phenomena.
2. Identify and evaluate assumptions about social reality; social ontology.
3. Understand philosophical differences and debates on methodological issues such as inductive/deductive, abductive/retroductive, hermeneutics and ethnography, subjective/objective, and modernity/postmodernity
4. Examine and analyse the methodological foundations of any social theory and how it develops an epistemic community or school of thought.

Learning Outcomes:

At the end of this course, a student will be able to:

i. Demonstrate understanding and be able to apply concepts and practices that validate social science knowledge production.
ii. Analyse the methodological framework of different social theories and their applicability in social research.
iii. Demonstrate familiarity with and ability to apply logic of inquiry in social science.
iv. Identify ethnography as a process.
v. Differentiate different schools of thought in sociology and anthropology based on their epistemological and ontological positions.

Syllabus of the Course:

Unit I: Modernity and Social Science (9 hours)

a. The Nature of Social Science
b. Epistemology and Ontology
c. A-priori and A-posteriori: Rationalism and Empiricism

Unit II: Methodological Identity of Sociology and Social Anthropology (12 Hours)

a. Social Fact and Objectivity
b. Social Action and Interpretivism
c. Materialist Ontology
d. Positivism and Ethnography.

Unit III: Beyond Empiricism and Positivism (12 Hours)

a. Understanding Critical Theory.
b. Standpoint Epistemology
c. Hermeneutics and Ethnography

Unit IV: Structuralism, Post-Structuralism and Post-Modernism (12 Hours)

a. Is Structuralism a Methodology?
b. Epistemes and Historical a priori.
c. Post-modernism and Epistemological Nihilism.
d. Debating on Modernity.

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books and articles, research activities and projects, presentations and discussions, poster making and exhibitions, problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Compulsory Readings (for all units)

Doyal, L. and Harris, R. 1986. *Empiricism, Explanation and Rationality: An Introduction to the Philosophy of the Social Sciences*. Routledge & Kegan Paul.

Blaikie, N. 2000. *Designing Social Research: The Logic of Anticipation.* Polity Press.

Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications.

Unit-Wise Reading List:

Unit I: Modernity and Social Science:

Wallerstein, I., et al. 1996. *Open the Social Sciences*. Vistaar.

Grayling, A.C. 2003. Epistemology. In Nicholas Bunnin and E.P. Tsui-James (eds). *The Blackwell Companion to Philosophy,* pp. 37-60. Blackwell.

Adams, R. M. 1975. Where Do Our Ideas Come From? Descartes vs Locke. *In* S.Stitch (ed.) *Innate Ideas,* pp. 71-88. California University Press.

Bunge, M. A. 1998. *Social Science Under Debate: A Philosophical Perspective*. University of Toronto Press. (chapters 1, 2 and 6)

Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications. (pp. 1-41).

Schnegg, M. 2015. Epistemology*:* The Nature and Validation of Knowledge. In Bernard, H. Russell and Clarence C. Gravlee (ed) *Handbook of Methods in Cultural Anthropology* (*Second Edition),* pp. 21-53. Rowman & Littlefield.

Unit II: Methodological Identity of Sociology and Social Anthropology

Durkheim, E. 1982. *The Rules of Sociological Method.* Macmillan. (Chapters 1 and 2).

Baert, P. 2005. Max Weber's Interpretive Method. In *Philosophy of the Social Sciences: Towards Pragmatism*, pp. 37-60. Polity Press.

Doyal, L. and Harris, R. 1986. *Empiricism, Explanation and Rationality: An Introduction to the Philosophy of the Social Sciences*. Routledge & Kegan Paul (Chapters 3 and 4).

Bunge, M. A. 1996. *Finding Philosophy in Social Science*. Yale University Press. (Chapter 11).

Radcliffe-Brown, A.R. 1948. *A Natural Science of Society.* The Free Press. (pp. 3-7 and 43-65).

Unit III: Beyond Empiricism and Positivism

Habermas, J. 1987. The Task of a Critical Theory of Society. In *The Theory of Communicative Action, Vol II,* pp. 374-403. Beacon Press.

Fraser, N. 1985. What's Critical about Critical Theory? The Case of Habermas and Gender. *New German Critique*, 35: 97-131.

Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Sage Publications. (Chapters 3 to 8).

Brenda, J. A. 'Standpoint Theory' *The International Encyclopaedia of Intercultural Communication*. Wiley Online. DOI: 10.1002/9781118783665.ieicc0234

Rege, S. 2003. 'A Dalit Woman's standpoint' in Anupama Rao ed. *Gender and Caste*, pp. 90-10. Women Unlimited.

Gadamer, H. G.1986. Text and Interpretation. In Wachterhauser Brice R. (*ed*). *Hermeneutics and Modern Philosophy,* pp. 377-386. State University of New York Press.

Clifford, G. 1973. *The Interpretation of Cultures.* Basic Books. (Chapter 1 and 15).

Unit IV: Structuralism, Post-Structuralism and Post-Modernism

Runciman, W. G. 1969. What is structuralism? *The British Journal of Sociology 20*(3): 253–265.

Levi-Strauss, C. 1963. *Structural Anthropology.* Basic Books. (Chapters 2,15 and 16).

Segre, S. 2021. Structuralism. *In* Peter Kivisto (ed.), *The Cambridge Handbook of Social Theory,* Volume I: A Contested Canon, pp. 250-271. Cambridge University Press.

Foucault, M. 2002. *The Order of Things: An Archaeology of the Human Science.* Routledge (Selected Chapters).

Foucault, M. 1971. *The Archaeology of Knowledge.* Pantheon Book. (Chapters 1 & 2).

Crotty, M. 2003. *The Foundations of Social Research: Meaning and perspective in the Research Process*. Sage Publications. (Chapter 9).

Seidman, S. 2004. The Post-Modern World of Jacques Derrida, Jean-Francois Lyotard and Jean Baudrillard. In *Contested Knowledge: Social Theory Today,* pp. 161-77. Blackwell.

Seidman, S. 1991. The End of Sociological Theory: The Postmodern Hope. *Sociological Theory 9*(1): 131-146.

Habermas, J. and S.Ben-Habib. 1981. Modernity versus Postmodernity. *New German Critique. 22*: 3-14.

Giddens, A. 1981. Modernism and Post-Modernism. *New German Critique 22*:15-18.

Suggested Readings:

Fay, B. and Moon, J.D. 1977. What Would an Adequate Philosophy of Social Science Look Like? *Philosophy of the Social Sciences 7*(3): 209-227.

Doyal, L and Harris, R. 1986. *Empiricism, Explanation and Rationality: An Introduction to the Philosophy of Social Science.* Routledge and Kegan Paul.

Pritchard, D. 2018. *What is this Thing Called Knowledge?* Routledge.

Feyerabend, P. 1978. *Against Method*: *Outline of an Anarchistic Theory of Knowledge.* Verso.

Horkheimer, M. 2002. *Critical Theory: Selected Essays,* pp. 188-243. Continuum.

Lakatos, I. 1970. Falsification and the Methodology of Scientific Research Programmes. *In* Imre Lakatos and Musgrave, A. (eds). *Criticism and the Growth of Knowledge,* pp. 91-196. Cambridge University Press.

Lyotard, J.F. 1984. *The Postmodern Condition: A Report on Knowledge.* (Trans. Geoff Bennington and Brian Massumi). Manchester University Press.

Habermas, J. 1971. *Knowledge and Human Interests*, (trans. Jeremy J. Shapiro). Beacon Press.

Popper, K. 1979. *Objective Knowledge: An Evolutionary Approach*. Oxford University Press.

Popper, K. 2002. *Conjecture and Refutation*. Routledge. (Chapter 1).

Kuhn, T.S. 1970. *The Structure of Scientific Revolutions* (second edition). The University of Chicago Press.

Hollis, M. 1994. *The Philosophy of Social Science: An Introduction.* Cambridge University Press.

Marx, K., and Engels, F. 1939 *German Ideology.* Progress Publishers. (pp. 1-101).

Bunnin N., and Tsui-James, E.P. (ed). 2003. *The Blackwell Companion to Philosophy.* Blackwell. (Chapters 12, 29, 30 and 31).

Raymond W. Mack. 1955. How Scientific is Social Science? *ETC: A Review of General Semantics 12*(3): 201-208.

Rorty, R. 1980. *Philosophy and the Mirror of Nature.* Oxford University Press.

Audi, R 2010. *Epistemology: A Contemporary Introduction to the Theory of Knowledge.* Routledge.

Roth, G. and Wittich, C., 1978. *Max Weber: Economy and Society*. University of California Press.

DSC-5: Political Sociology

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-5: Political Sociology	4	3	1	0	Bachelor's degree in any course	None

Course Objectives:

This course aims to:

1. Develop an understanding of the relationship between state and society and the 'political' and the 'social'.
2. Recognise how power, authority, and domination are derived from political as well as from non-political systems
3. Understand how political institutions and their agencies and processes work and relate to social life and societies
4. Understand theoretical debates and ethnographic insights in political sociology.

Learning Outcomes:

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

i. *Differentiate political systems and other systems.*
ii. *Demonstrate understanding of and analyse the working of local bodies and political institutions.*
iii. *Identify and discuss different political ideologies and power structures.*
iv. *Engage with and use modern political theories of state and society.*

Syllabus of the Course:

Unit I: Political Sociology: Concepts and Approaches (12 hours)

a. Political and the Social
b. Methods and Approaches to the Study of Politics
c. Power, Authority and Legitimacy
d. Ideology, Hegemony and Domination

Unit II: State-Society Relations (12 Hours)

a. Stateless Societies
b. Pre-Capitalism and Capitalist Societies
c. Welfare State and Socialism
d. Variants of Political Systems

Unit III: Political Institutions and the Public Sphere (9 Hours)

a. State and Party Systems
b. Civil Society and Public Sphere
c. Bureaucracy and Electoral Process
d. Democracy and Citizenship

Unit IV: Nation-State, Social Power, and Identities (12 Hours)

a. Nation and Nationalism
b. Violence and Resistance
c. Class, Caste, Ethnicity and Gender
d. Minorities, Pluralism and the State

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests, if any.

Unit-Wise Reading List:

Unit I: Political Sociology: Concepts and Approaches

Runciman, W.G. 1963. *Social Science and Political Theory*. Cambridge University Press. (Chapters 2 and 4).

Easton, D. 1957. An Approach to the Analysis of Political Systems. *World Politics 9*(3): 383-400.

Collins, R. 1988. A Comparative Approach to Political Sociology. *In* R. Bendix (ed.): *State and Society*, pp. 42-67. University of California Press.

Weber, M. 1948. Politics as a Vocation. In Gerth, H. H. and C.W.Mills (eds). *From Max Weber: Essays in Sociology*. Routledge & Kegan Paul.

Parsons, T. 1966 (2nd edition). On the Concept of Political Power. *In* R. Bendix and S. M. Lipset (eds.): *Class, Status and Power*, pp. 240-66. Routledge & Kegan Paul.

Mills, C.W. 1956. *The Power Elite.* Oxford University Press. (Chapters 12 and 13).

Foucault, M. 1982. The Subject and Power. *Critical Inquiry 8*(4): 777-795.

Roth, G. and Wittich, C., 1978. *Max Weber: Economy and Society*. University of California Press. (Vol. I, Chapter III).

Bourdieu, P. 1990. *The Logic of Practice*. Stanford University Press (Chapter 8).

Unit II: State-Society Relations

Migdal, J.S. 2001. *State in Society.* Cambridge University Press (Chapters 1, 2, and 3).

Fortes, M., and E. E. Evans-Pritchard (eds.). 1940. *African Political Systems.* Oxford University Press. (Preface and Introduction).

Willem van Schendel. 2002. Geographies of Knowing, Geographies of Ignorance: Jumping Scale in Southeast Asia. *Environment and Planning D: Society and Space 20*(6): 647-668.

Scott, J. C. 2010. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. Yale University Press. (Chapters 1-6)

Miliband, R. 1973. *The State in Capitalist Society.* Quartet Books. (Chapters 1, 3, 7 & 8).

Lane, D. 1976. *The Socialist Industrial State: Towards a Political Sociology of State Socialism*. George Allen and Unwin. (Chapter 1).

Cox, R.W. 1991. 'Real Socialism' in historical perspective. *Socialist Register 27*: 169-193.

Marshall, T.H. 1964. *Class, Citizenship and Social Development*. Chicago: University of Chicago Press. (Chapters 4, 13, and 14).

Arendt, H. 1951. *The Origins of Totalitarianism*. A Harvest Book. (Part Three, Chapter 10: A Classless Society, pp. 305-340).

Unit III: Political Institutions and the Public Sphere

Mitchel, R. 2016. *Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy*. The Free Press. (Chapter 1 and Part One A.)

Habermas, J. 1991. *The Structural Transformation of the Public Sphere.* The MIT Press (Chapter Part II).

Friedrich, P. 1968. 'The Legitimacy of Caciques' in M.J. Swartz (ed.) *Local Level Politics: Social and Cultural Perspectives*. 243-269. University of London Press.

Gramsci, A. 1992. *Selections from the Prison Notebooks*. Volume I. International Publishers. (Section II, Chapter 2: State and Civil Society, pp. 206-276).

Pateman, C. 1989. *The Disorder of Women: Democracy, Feminism, and Political Theory*. Stanford University Press (Chapter 8, pp. 179-209).

Katju, M. 2023. Electoral *Practice and the Election Commission in India: Politics, Institutions and Democracy*. Cambridge University Press (Chapters 1, 2, 3, and 5).

Unit IV: Nation-State, Social Power, and Identities

Mann, M. 2005. *The Sources of Social Power: The Rise of Classes and Nation-States*. Volume II. Cambridge University Press. (Chapter 3: A Theory of the Modern State, p. 44-91).

Agamben, G. 2005. *State of Exception*. University of Chicago Press. (Chapter 1: The State of Exception as a Paradigm of Government, p. 1-31).

Schmitt, C. 2005. *Political Theology: Four Chapters on the Concept of Sovereignty.* University of Chicago Press (Chapter 3: Political Theology, p. 36-52).

Fanon, F. 1961. *The Wretched of the Earth.* Grove Press. (Chapter 1: Concerning Violence, p. 35-94).

Chatterjee, P. 1993. *The Nation and its Fragments: Colonial and Post-Colonial Histories.* Princeton University Press (Chapters 1, 2, 5).

Scott, J. 1992. *Domination and the Arts of Resistance.* Yale University Press (Chapters 1, 2, 3, and 4).

Baviskar, B.S. 1980. *The Politics of Development: The Sugar Cooperatives in Maharashtra*. Oxford University Press.

Kaviraj, S. (ed.) 1997. *Politics in India*. Oxford University Press. (Chapters I, II, III, and IV).

Chatterjee. P. 2004. *The Politics of the Governed.* Columbia University Press. (Chapters 1, 3, and 6).

Baruah, S. 2010. *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press. (Chapter 1 and Conclusion).

Menon, N. (ed.) 2001. *Themes in Politics: Gender and Politics in India*. Oxford University Press (Chapters 1, 2, and 3).

Suggested Readings:

Gerth, H. H. and C. W. Mills (eds.). 1948. *From Max Weber: Essays in Sociology*. Routledge & Kegan Paul.

Fuller, C.J. and V. Benei (eds.) 2001. *The Everyday State and Society in Modern India*. Hurst & Co. (Chapter 1, 4, and 8).

Gellner, E. 2006. *Nations and Nationalisms*. Cornell University Press (Chapters 1, 4, and 5).

Das, V., and D. Poole (eds.) 2004. *Anthropology in the Margins of the State: Comparative Ethnographies.* Oxford University Press. (Selected Essays).

Robinson. S. M. 1989. *Local Politics: The Law of the Fishes*. Oxford University Press. (Chapter 1: Poverty and Power: Chapter 3: Mallannapalle Village and Its Environs).

DSC-6: Economic Sociology

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSC-6: Economic Sociology	4	3	1	0	Bachelor's degree in any course	None

Course Objectives:

1. To understand the development and relevance of Economic Sociology.
2. To broaden the understanding of economic processes and activities.
3. To understand the social frameworks in which the economy operates.
4. Recognize the usefulness of sociological analysis in economic policy making.

Learning Outcomes

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

i. *Identify and analyse social dimensions of economic life.*
ii. *Critically evaluate the social implications of economic policies, planning, and development initiatives*
iii. *Explore entrepreneurial skills with a socially informed approach.*
iv. *Undertake interdisciplinary research in association with economists and other sister disciplines.*

Syllabus of the Course:

Unit I: Introduction: Economy in Society (12 Hours)

This section discusses the way the economy is encapsulated with other institutions of society and provides the students a glimpse of the way this relation has been understood in sociological literature. It also focuses on how sociology has understood different forms taken by capital.

a. Classical and New Economic Sociology
b. From Embeddedness to Networking

Unit II: Production and Reproduction (12 Hours)

This section discusses the social framework of economic production, which lies at the heart of an economic activity. It also looks at the organisation and experience of work

a. The Production Process
b. Forms of capital
c. The Structure and Experience of Work
d. Reproductive work

Unit III: Exchange and Consumption (12 Hours)

The focus of this unit is to show how social factors play an important role in exchange of goods and services and also that status and identity influence consumption.

a. Gift and Market
b. Status and Identity

Unit IV: Economy and the State (9 Hours)

In this section the focus is on sociological aspects of the tension between growth and inclusivity and how it is addressed in modern states.

a. Transition Economies and Welfare State
b. Neoliberal Economy and Society

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem solving exercises, essay and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take tests,

Unit-Wise Reading List:

Unit I: Introduction: Economy in Society

Smelser, N.J. and R. Swedberg (edits). 2005. *The Handbook of Economic Sociology* (2nd Edition). Princeton University Press (Chapter 1).

Polanyi, K. 1975. *The Great Transformation.* Octagon Press. (Chapters 5,6,14, &15)

Granovetter, M. 1985. Economic Action and Social Structure: The Problem of Embeddedness. *American Journal of Sociology 91*(3): 481-510.

Bourdieu, P. 1998. *Practical Reason: On the Theory of Action.* Stanford University Press (Chapter 5).

Unit II: Production and Reproduction

Marx, K. 1974. *Capital Vol. 1*. Progress Publishers, (Part 1 and Chapter 7)

Bourdieu, P. 2011. 'The Forms of Capital'. In Mark Granovettor and Richard Swedberg (ed) *The Sociology of Economic Life*, pp. 78-92. Westview Press.

Taussig, M. 1980. *The Devil and Commodity Fetishism in South America*, University of North Carolina Press. (Part 1).

Braverman, H. 1974. *Labour and Monopoly Capitalism*. Monthly Review Press.

Ong A. 1987. *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia,* SUNY Press (Chapter 5-10).

Duffy, M. 2007. Doing the Dirty Work: Gender, Race, and Reproductive Labor in Historical Perspective. *Gender & Society 21*(3): 313-336.

Unit III: Exchange and Consumption

Mauss, M. 1990 (1950). *The Gift: The form and reason for exchange in archaic societies.* Routledge.

Carrier, J. 1990. Gifts in a World of Commodities: The Ideology of the Perfect Gift in American Society. *Social Analysis: The International Journal of Social and Cultural Practice 29*: 19-37.

Parry, J., and Bloch M. (eds).1989. *Money and the Morality of Exchange.* Cambridge University Press (Chapters 3&7).

Geertz, C. 1978. The Bazaar Economy: Information and Search in Peasant Marketing. *The American Economic Review 68*(2): 28-32.

Mintz, S. 1985. *Sweetness and Power: The Place of Sugar in Modern History,* Viking Penguin.

Trigg, A. B. 2001. Veblen, Bourdieu, and Conspicuous Consumption. *Journal of Economic Issues 35*(1): 99-115.

Unit IV: Economy and the State

Schumpeter, J. A. 1942. *Capitalism, Socialism and Democracy.* Harper and Brothers Publishers (Part III- 'Can Socialism Work').

Nee, V. 2000. The Role of the State in Making a Market Economy. *Journal of Institutional and Theoretical Economics 156* (1): 64-88.

Trigilia, C. 2002. *Economic Sociology: State, Market, and Society in Modern Capitalism*, Blackwell Publishers (Chapters 8, 9).

Harvey, D. 2005. *A Brief History of Neoliberalism.* Oxford University Press.

Breman, J. 2001. An Informalised Labour System: End of Labour Market Dualism. *Economic and Political Weekly* 36 (52): 4804-4821.

Hann, C.M. (Ed.). 1998. *Property relations renewing the Anthropological Tradition.* Cambridge University Press. (Introduction and Chapters 5, 11).

Suggested Readings

Smelser, N.J. and R. Swedberg (eds). 2005. *The Handbook of Economic Sociology* (2nd edition). Princeton University Press.

Wilk, R. R. 1996. *Economic and Cultures: Foundations of Economic Anthropology.* Westview Press.

Trigilia, C. 2002. *Economic Sociology: State, Market, and Society in Modern Capitalism*. Blackwell Publishers (Chapters 8, 9).

Weber, M. 1947. *The Theories of Social and Economic Organization.* The Free Press.

Beckert, J., and M. Zafirovski, M. 2006. *International Encyclopedia of Economic Sociology*. Routledge.

Appadurai, A. 1986. *The social life of things: Commodities in cultural perspective*, Cambridge University Press.

Bourdieu, P. *Distinction: A Social Critique of Judgement of Taste*. Harvard University Press.

Scott, J. 1976. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press.

Zelizer, V. 1994. *The Social Meaning of Money*. Basic Books.

Hochschild, A. 1983. *The Managed Heart: Commercialisation of Human Feelings.* University of California Press.

PART II

DISCIPLINE-SPECIFIC ELECTIVES

DSE-1: Sociology in India

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-1: Sociology in India	4	3	1	0	Bachelor's degree in any course	None

Course Objectives:

This course aims to:

1. Familiarise students with the disciplinary history of Sociology and Social Anthropology in India.
2. Map the institutionalization, professionalization, development, growth and diversification of these disciplines in India.
3. Introduce the contributions of pioneering Indian scholars and institutions in establishing the disciplines.
4. Introduce critical debates among the practitioners of these disciplines on the nature and identity of these discipline(s).

Learning Outcomes:

At the end of this course, a student will be able to:

i. *Place Sociology (and its kindred discipline Social Anthropology) India in their historical contexts.*
ii. *Appreciate the ways specific individuals and institutions played a critical role in establishing and popularizing the discipline in India.*
iii. *Demonstrate understanding of the various phases and historic timelines along which the discipline has developed, grown, and spread in India.*

Syllabus of the Course:

Unit I: History, Development, and Growth of Sociology and Social Anthropology in India (12 Hours)

a. Proto-Sociology as Precursors to Sociology in India
b. Social and Historical Context of Indian Sociology
c. Academic Institutionalization, Professionalization, and Diversification

Unit II: Individuals and Institutions in Promotion and Popularization of Sociology and Social Anthropology in India (12 Hours)

a. Early Sociologists and Anthropologists
b. Pioneers and the Promoters
c. Key Institutions in Popularizing Sociology and Social Anthropology in India

Unit III: Approaches, Methods, and Theoretical Orientations in the Study of Indian Society (9 Hours)

a. From Indology to Sociology
b. From Book-View to Field-View
c. Theoretical and Methodological Conflicts and Innovations in Indian Sociology and Social Anthropology

Unit IV: Ideologies, Identity, and Critiques of "Indian Sociology" (12 Hours)

a. Ideological Underpinning and Value Orientations in Indian Sociology
b. Debates on Indigenization of Indian Sociology
c. Limits, Critiques and Contestations within Indian Sociology

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles and movies; research activities and projects such as archival research and interviews with sociologists and scholars; presentations and discussions; poster making and exhibitions; problem solving exercises, essay and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: History, Development, and Growth of Sociology and Social Anthropology in India

Dutt Gupta, B. 1972. *Sociology in India: An Enquiry into Sociological Thinking and Empirical Social Research in the Nineteenth Century with special reference to Benga.* Progressive Publishers. (Preface, Introduction & Part-I).

Sarkar, B.K. 1985(1937) *The Positive Background of Hindu Sociology: Introduction to Hindu Positivism*. Motilal Banarsidass. (Publisher's Preface, Author's Preface, Chapters 1-2).

Shah, A.M. 2006 The Indian Sociologist, 1905-14, 1920-22. *Economic and Political Weekly 41*(31): 3435-3439.

Shah, A.M. 1972. The Indian Journal of Sociology, 1920. *Sociological Bulletin 21*(1): 62-67.

Shah, A.M. 2014. Indian Journal of Sociology, 1921. *Sociological Bulletin 63*(1): 141-143.

Saberwal, S. 1986. Uncertain Transplants: Anthropology and Sociology in India. *In* Oommen, T. K. and P. N. Mukherji (eds). *Indian Sociology: Reflections and Introspections.* Popular Prakashan.

Oommen, T. K. 1986. Sociology in India: A Plea for Contextualization. *In* Oommen, T. K. and P. N. Mukherji (eds). *Indian Sociology: Reflections and Introspections.* Bombay: Popular Prakashan.

Singh, Y. 1996. *Indian Sociology: Social Conditioning and Emerging Concerns.* Vistaar Publishers. (Preface, Chapter 1).

Srinivas, M.N. and M. N. Panini. 1973. The Development of Sociology and Social Anthropology in India. *Sociological Bulletin 22*(2): 179-215.

Rao, M.S.A., 1974. *A Survey of Research in Sociology and Social Anthropology, Vol. I,* Popular Prakashan for ICSSR. (Introduction, pp. xxi-xxxv).

Uberoi, P., N. Sundar & S. Deshpande (eds). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology.* Permanent Black. pp. 1-63.

Atal, Y.(ed). 2009. *Sociology and Social Anthropology in India: ICSSR Survey of Advances in Research.* Dorling Kindersley /Pearson, ICSSR. (Chapter 1).

Dhanagare, D. N. 2004. Sociology and Social Anthropology in India. In *Themes and Perspectives in Indian Sociology*. Rawat Publications. (Chapter 3).

Atal, Y. 2003. *Indian Sociology: From Where to Where: Footnotes to the History of the Discipline.* Rawat Publications. (Chapters 2, 3 & 13).

Chaudhuri, M. (ed). 2012. *Sociology in India: Intellectual and Institutional Practices.* Rawat Publications.

Unit II: Individuals and Institutions in Promotion and Popularization of Sociology and Social Anthropology in India

Mukherjee, R. 1979. *Sociology of Indian Sociology.* Allied Publishers.

Uberoi, P., N. Sundar & S. Deshpande (eds). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology.* Permanent Black.

Patel, S. (ed). 2011. *Doing Sociology in India: Genealogies, Locations and Practices.* Oxford University Press.

Chadha, G. and M.T. Joseph (eds). 2018. *Re-Imagining Sociology in India: Feminist Perspectives.* Routledge India.

Chaudhuri, M. (ed). 2012. *Sociology in India: Intellectual and Institutional Practices.* Rawat Publications.

Munshi, I. 2013. On the Margins of Sociology: An Appreciation of Patrick Geddes's Work in India. *Sociological Bulletin 62*(2): 217-238.

Pillai, S. 1997. *Indian Sociology through Ghurye: A Dictionary.* Popular Prakashan

Momin, A.R. (ed). 1996. *The Legacy of G.S. Ghurye: A Centennial Festschrift.* Bombay: Popular Prakashan.

Srinivas, M.N. 2002. *Collected Essays.* Oxford University Press. (Part-VIII: Autobiographical Essays).

Shah, A.M. 1996. M.N.Srinivas: The Man and His Work. In Shah, A.M. et.al. (eds). *Social Structure and Change: Vol: I: Theory and Method: An Evaluation of the Work of M.N. Srinivas.* Sage Publications.

Misra, P.K., K.K. Basa and H.K. Bhat (eds). 2007. *M.N.Srinivas: The Man and His Work.* Rawat Publications.

Gupta, D. (ed). 2005. *Anti-Utopia: Essential Writings of Andre Beteille.* Oxford University Press. (Dipankar Gupta 'Anti-Utopian Liberal', Chapter 1)

Guha, R. 1999. The Career and Credo of Andre Beteille. In Guha, Ramachandra and Jonathan P. Parry (eds). *Institutions and Inequalities: Essays in Honour of Andre Beteille.* Oxford University Press.

Oommen, T.K., 2018. *Trials, Tribulations and Triumphs: Life and Times of a Sociologist.* Konark Publishers. (Part I: 'Torments of Sociology' & 'Appendices').

Jayaram, N. & T. Chakravarty, 2011. 'Sociological Bulletin' at Sixty: The Biography and Meta-Analysis of a Journal. *Sociological Bulletin 60*(3): 419-462.

Unit III: Approaches, Methods, and Theoretical Orientations in the Study of Indian Society

Dumont, L. and D.F. Pocock, 1957. For a Sociology of India. *Contributions to Indian Sociology (Old Series) 1*: 7-22.

Mukerji, D. P. 2002(1958). Indian Tradition and Social Change. In his *Diversities: Essays in Economics, Sociology and Other Social Problems* (second edition). Manak Publications (Chapter 11).

Uberoi, J.P.S. 1968. Science and Swaraj. *Contributions to Indian Sociology 2*(1): 119-123.

Marriott, M. (ed). 1990. *India Through Hindu Categories*. Sage Publications. (Chapter 1).

Madan, T.N., 2011. *Sociological Traditions: Methods and Perspectives in the Sociology of India*. Sage Publications. (Part Two, Chapters 6-10)

Srinivas, M.N., 2002. *Collected Essays.* Oxford University Press. (Part-VII).

Oommen, T.K., 2008. Disjunctions between Field, Method and Concept: An Appraisal of M.N. Srinivas. *Sociological Bulletin 57*(1): 60-81.

Cohn, B. S. 2000. *India: The Social Anthropology of a Civilization.* Oxford University Press.

Desai, A. R., 1986. Relevance of the Marxist Approach to the Study of Indian Society. In Oommen, T. K. and Partha Nath Mukherji (eds). *Indian Sociology: Reflections and Introspections.* Popular Prakashan.

Sharma, S. 2019. *Sociology in India: A Perspective from Sociology of Knowledge* (second edition). Rawat Publications.

Unit IV: Ideologies, Identity, and Critiques of "Indian Sociology"

Singh, Y. 2004. *Ideology and Theory in Indian Sociology.* Rawat Publications. (Chapters 3 and 4).

Dhanagare, D. N. 1998. *Themes and Perspectives in Indian Sociology.* Rawat Publications. (Chapter 2).

Atal, Y. 2003. *Indian Sociology: From Where to Where: Footnotes to the History of the Discipline.* Rawat Publications. (Chapters 5 & 6).

Pathy, J. 1996. In Pursuit of Indigenization: Trends and Issues on Building Sociology for India. in N.K. Singhi (ed). *Theory and Ideology in Indian Sociology: Essays in Honour of Prof. Yogendra Singh.* Rawat Publications. (Chapter 1).

Mukherjee, R. 1989. Indian Sociology or Sociology of India? *In* N.Genov (ed). *National Traditions in Sociology.* Sage Publications. (Chapter 9).

Uberoi, P. 1996. Reciprocity in Social Science. In N.K.Singhi (ed). *Theory and Ideology in Indian Sociology: Essays in Honour of Prof. Yogendra Singh.* Rawat Publications. (Chapter 4).

Chaudhuri, M. (ed). 2003. *The Practice of Sociology.* Orient Longman. (Chapters 9, 10 & 11).

Kumar, V. 2016. How Egalitarian is Indian Sociology? *Economic and Political Weekly 51*(25): 33-39.

Dahiwale, S.M. (ed)., 2005. *Understanding Indian Society: The Non-Brahmanic Perspective*. Rawat Publications. (Introduction, Chapters 2 & 5).

DSE-2: Gender and Society

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-2: Gender and Society	4	3	1	0	Bachelor's Degree in any Course	None

Course Objectives:

This course aims to:

1. Develop a theoretical and critical sociological perspective on gender.
2. Understand the social construction of gendered identities in diverse contexts.
3. Examine through ethnographies how gendered inequalities are maintained in domestic, economic, and political contexts in diverse societies.
4. Understand the intersection of different identities with gender in specific socio-historical contexts.
5. Introduce the diversity of feminist perspectives and their critiques.

Learning Outcomes:

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

i. Evaluate and discuss different theoretical developments on gender.
ii. Analyse the connotations of gender in different socio-historical contexts.
iii. Demonstrate understanding of gender inequalities in domestic, economic, and political contexts.
iv. Analyse and use different feminist perspectives to study gender.
v. Read and do ethnography with a gendered perspective.

Syllabus of the Course:

Unit I: Gender as a Category of Analysis (9 Hours)

a. Conceptualising Gender
b. Critical Understanding of Gender

Unit II: The Social Construction of Gender (12 Hours)

a. Biology and Culture
b. Masculinity and Femininity
c. Gender in Popular Culture

Unit III: Gendered Institutions (15 Hours)

a. Family and Household
b. Work, Property and Inheritance
c. Labour and Life course

Unit IV: Feminism and Feminist Politics (9 Hours)

a. Feminist Theories and Women's Movements
b. Gender and Intersectionality

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussions and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit Wise Reading List

Unit I: Gender as a Category of Analysis

De Beauvoir, S. 1983. *The Second Sex.* Penguin. (Introduction).

West, C., & Zimmerman, D. H. 1987. Doing Gender. *Gender and Society 1*(2): 125–151.

Scott. J.W. 2010. Gender: still a useful category of analysis? *Diogenes 57*(1): 7-14.

Walby, S. 1989. Theorizing Patriarchy. *Sociology 23*(2): 213-234.

Harding, S. 1988. *Feminism and Methodology: Social Science Issues.* Indiana University Press (Chapters 1, 11 and Conclusion).

Rosaldo, M.Z. 1980. The Use and Abuse of Anthropology: Reflections on Feminism and Cross-Cultural Understanding. *Signs: Journal of Women in Culture and Society 5*(3): 389 - 417.

Ingraham, C. 1994. The Heterosexual Imaginary: Feminist Sociology and Theories of Gender. *Sociological Theory 12*(2): 203–219.

Unit II: The Social Construction of Gender

Reiter, R. R. (ed.). 1975. *Towards an Anthropology of Women*. Monthly Review Press, (Chapter by G.Rubin).

Ortner, S. B. 1974. Is Female to Male as Nature Is to Culture? *In* M. Z. Rosaldo & L. Lamphere (eds.), *Woman, culture, and society*, pp. 68-87. Stanford University Press.

Butler. J. 2004. *Undoing Gender*. Routledge. (Selected Chapters).

Kessler, Suzanne J.1990. The Medical Construction of Gender. *Signs: Journal of Women in Culture and Society 16*(1): 3–26.

Connell, R. 2016. Masculinities in global perspective: hegemony, contestation, and changing structures of power. *Theory and Society 45*(4): 303–318.

Chowdhry, P. 2015. Popular Perceptions of Masculinity in Rural North Indian Oral Traditions. *Asian Ethnology 74*(1): 5-36.

Osella, C., & F. Osella. 2006. *Men and Masculinities in South India*. Anthem Press. (Chapters 1-4 and Conclusion).

Bartky, S. L. 1982. Narcissism, Femininity and Alienation. *Social Theory and Practice 8*(2): 127–143.

Mulvey, L. 1975 Visual Pleasure and Narrative Cinema. *Screen 16*(3): 6–18

Uberoi, P. 2006. *Freedom and Destiny: Gender, Family and Popular Culture in India*. Oxford University Press. (Parts II and VII).

McRobbie, A., 2004. Post-feminism and popular culture. *Feminist media studies 4*(3): 255-264.

Unit III: Gendered Institutions

Hartmann, H.I. 1981. The Family as the Locus of Gender, Class, and Political Struggle: The Example of Housework. *Signs: Journal of Women in Culture and Society 6*(3): 366 - 394.

Agarwal, B. 1997. 'Bargaining' and Gender Relations: Within and Beyond the Household. *Feminist Economics 3*(1): 1–51.

Palriwala, R. 1993. Economics and Patriliny: Consumption and Authority within the Household. *Social Scientist 21*(9-11): 47-73.

Swaminathan, P. (ed.) 2012 *Women and work*. Orient BlackSwan (Selected Chapters)

Bair J. 2010. On Difference and Capital: Gender and the Globalization of Production. *Signs: Journal of Women in Culture and Society 36*(1): 203–226.

England, P. 2010. The Gender Revolution: Uneven and stalled. *Gender & Society 24*(2): 149-166.

Rao, N. 2014. Caste, Kinship, and Life Course: Rethinking Women's Work and Agency in Rural South India. *Feminist Economics 20*(3): 78-102.

Rao, N. 2018. *Good Women do not Inherit Land': Politics of Land and Gender in India*. NY: Routledge. (Chapter 1: Introduction and Chapter 7: Women's Claim to Land).

Basu, S. 2005. *Dowry and Inheritance*. Kali for Women (Selected Chapters).

Dube, L. 1988. On the Construction of Gender: Hindu Girls in Patrilineal India. *Economic and Political Weekly 23*(18): WS11–WS19.

Abraham, J. 2010. Veiling and the Production of Gender and Space in a Town in North India: A Critique of the Public/Private Dichotomy. *Indian Journal of Gender Studies 17*(2): 191–222.

Krishnaraj, M. (ed.). 2010. *Motherhood in India: Glorification without Empowerment?* Routledge India. (Selected Chapters)

Lamb, S. 2000. *White Saris and Sweet Mangoes: Aging, Gender, and Body in North India.* Berkeley: University of California Press (Chapters 6 and 7).

Chakravarti, U. 1995. Gender, Caste and Labour-Ideological and Material Structure of Widowhood. *Economic and Political Weekly 30*(36): 2248- 2256.

Unit IV: Feminism and Feminist Politics

Tong, R. 2009. *Feminist Thought: A more comprehensive introduction*, Westview Press, Selected Chapters.

Mohanty, C. T. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review 30*(1): 61–88.

Gangoli, G. 2007. *Indian Feminisms: Law, Patriarchies and Violence in India* (1st ed.). Routledge. (Chapters 1, 2).

John, M. (ed.) 2008. *Women's Studies in India: A Reader*, Penguin Books (Parts 1, 2 and Selected Chapters from other Parts).

Omvedt, G. 2004. *Women's Movement: Some Ideological Debates*. I*n* Chaudhuri, M. (ed.). *Feminism in India*, pp. 177-186. Zed Books.

Chaudhuri, M. 2012. Feminism in India: The Tale and its telling. *Revue Tiers Monde 209*(1): 19-36.

Crenshaw, K.W. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review 43*(6): 1241-1299.

Collins, P. H. 2008. *Black Feminist Thought*. Routledge (Part 1, Chapters 1 and 2).

Tharu, S.J., & Niranjana, T. 1994. Problems for a contemporary theory of gender. *Social Scientist 22*(3-4): 93-117.

Addlakha, R. 2008. Disability, Gender and Society. *Indian Journal of Gender Studies 15*(2): 191-207.

Suggested Readings:

Ardener, S. (ed.) 1975 *Perceiving Women*. Malaby Press. (pp. 1-27).

Arya, S., and A.S. Rathore (eds.). 2020. *Dalit Feminist Theory: A Reader*. Routledge. (Introduction, Part IV).

Dube, L., E. Leacock, and S. Ardener. 1986. *Visibility and Power: Essays on Women in Society and Development*. Oxford University Press, pp. 22-53.

Engels, F. 1972. *The Origin of the Family, Private Property and the State*. Lawrence and Wishart. (Introduction by Pat Brewer, Chapter I and Chapter IX).

Jaggar, A. 1983. *Feminist Politics and Human Nature*. The Harvester Press (Chapters 7- 10).

Leacock, E. 1978. Women's Status in Egalitarian Societies: Implications for Social Evolution. *Current Anthropology 19*(2): 247-75.

Vatuk, S. 1982. Purdah Revisited: A Comparison of Hindu and Muslim Interpretations of the Cultural Meaning of Purdah in South Asia. *In* H. Papanak and G. Minault (eds.). *Separate World: Studies of Purdah in South Asia*. Chanakya Publications.

DSE-4: Sociology of Education

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-4: Sociology of Education	4	3	1	0	Bachelor's Degree in any Course	None

Course Objectives:

This course aims to:

1. Introduce students to theoretical and empirical sociological studies and their insights on education.
2. Understand school cultures and the curriculum through ethnographies.
3. Examine social and cultural reproduction, resistance and agency in educational institutions.
4. Discuss contemporary changes in sociologically understanding education.

Learning Outcomes:

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

i. Demonstrate understanding of theoretical and critical perspectives on education and society.
ii. Examine school culture, curriculum, and schooling practices
iii. Identify and analyse the experience of schooling in educational institutions.
iv. Analyse how access to quality education can be achieved in society.
v. Understand the relationship between social change and education in society.

Syllabus of the Course:

Unit I: The Idea of Education (12 Hours)

a. Education and Ethics
b. Democracy and Education
c. Education and Liberation

Unit II: Education and Society (12 Hours)

a. Socialisation and Education
b. Cultural and Social Reproduction
c. Hegemony and Domination
d. Agency and Relative Autonomy

Unit III: Schooling Practices (12 Hours)

a. School Culture and Resistance

b. Textbook, Curriculum and Classroom Practices
c. Culture and Pedagogy
d. Autobiographical and Ethnographic Approach

Unit IV: Education in Contemporary Times (9 Hours)

a. State, Privatisation and Internationalisation
b. Education and Technology
c. Access and Alternatives in Education

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: The Idea of Education

Gandhi, M.K. 1977. *Basic Education, in The Collected Works.* Ahmedabad: Navajivan.

Gandhi, M.K. 1997. *Hind Swaraj and other writings.* (ed. Anthony Parel). Columbia University Press. (Introduction, Chapters 13, 18 and 19)

Krishnamurti, J., 1974. *Krishnamurti on Education*. Orient Longman (Selected Chapters).

Nussbaum, M. 2009. Tagore, Dewey, and the imminent demise of liberal education. In Harvey Siegel, *The Oxford Handbook of Philosophy of Education*. Oxford University Press.

Dewey, J. 1916. *Democracy and Education. An Introduction to the Philosophy of Education*. Free Press.

Friere, P. 1970. *Pedagogy of the Oppresse*d. Continuum.

Hooks, B. 2014. *Teaching to Transgress*. Routledge (Selected Chapters).

Unit II: Education and Society

Durkheim, E. 1956. *Education and Sociology.* Teachers College Press. (Introduction).

Bourdieu, P. and J.C. Passeron 1978. *Reproduction in Education, Society and Culture.* Sage Publications. (Book 1).

Bourdieu, P., & Passeron, J. C. 1979. *The Inheritors: French Students and Their Relation to Culture*. The University of Chicago Press.

Althusser, L. 1971. Ideology and Ideological State Apparatuses, in L. Althusser (ed.) *Lenin and Philosophy and Other Essays*. New Left Books.

Bernstein, B. 1996. *Pedagogy. Symbolic Control and Identity*. Taylor and Francis. (Introduction).

Bernstein, B. 1964. Elaborated and Restricted Codes: Their Social Origins and Some Consequences, *American Anthropologist 66*(6): 55-69.

Apple, M. W. 1982. *Cultural and Economic Reproduction in Education: Essays on class. ideology and the state*. Routledge and Kegan Paul. (Selected Chapters).

Nambissan, G. B., & Srinivasa Rao, S. 2013. *Sociology of education in India: changing contours and emerging concerns* (First edition). Oxford University Press. (Chapters 4,5,7)

Nambissan, G. B. 2010. Exclusion and discrimination in schools: Experiences of Dalit children. *In* S. Thorat & K. S. Newman (eds.), *Blocked by caste: Economic discrimination in modern India,* pp. 253–276. Oxford University Press.

Thapan, M. (ed.) 2015 *Education and Society. Themes, Perspectives, Practices*. Oxford University Press. (Chapter 16).

Unit III: Schooling Practices

Willis, P. 1977. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Saxon House.

McLaren, P. L. 1985. The Ritual Dimensions of Resistance: Clowning and Symbolic Inversion. *The Journal of Education 167*(2): 84–97.

Reed-Danahay,D. 1996. *Education and Identity in Rural France. The Politics of Schooling.* Cambridge University Press. (Chapter 2- Theoretical Orientations: Schooling, Families and Power)

Benei,V. 2009. *Schooling India. Hindus, Muslims and the Forging of Citizens*. Orient BlackSwan. (Chapter 5).

Kumar, K. 2001. *Prejudice and Pride: School histories of the freedom struggle in India and Pakistan*. Penguin Books (Chapter 1- Introduction, Chapter 5- Freedom Struggle as a Narrative).

Pinar, W. E. (Ed.). 2015. *Curriculum studies in India: Intellectual histories, personal circumstances*. Palgrave Macmillan. (Selected Chapters)

Apple, M. W. 2017. *Cultural and economic reproduction in education: Essays on class, ideology and the state*. Routledge. (Chapter 8)

Ladson-Billings, G. 1995. Toward a theory of culturally relevant pedagogy. *American Educational Research Journal 32*(3): 465–491.

Thapan, M. (Ed.). 2014. *Ethnographies of schooling in contemporary India*. Sage Publications. (Selected Chapters)

Thapan, M. (Ed.). 2015. *Education and society: Themes, perspectives, practices*. Oxford University Press. (Selected Chapters)

Unit IV: Education in Contemporary Times

Chattopadhyay, S., Marginson, S., & Varghese, N. V. (eds.). 2022. *Changing higher education in India*. Bloomsbury Academic. (Introduction, Chapters 1 & 7).

Kumar, K. (Ed.). 2021. *The Routledge Handbook of Education in India: Debates, Practices, and Policies* (2nd ed.). Routledge. Part III and Part IV

Haythornthwaite, C., & Andrews, R. 2011. *E-learning theory and practice*. Sage Publications. (Selected Chapters)

Pathak, A. 2013. *Social Implications of Schooling.* Aakar Books. (Chapter 1- Education as an Arena of Struggle: Reflections on Policies and Objectives).

Lareau, A. 2003. *Unequal childhoods: Class, race, and family life.* University of California Press.

Terzi, L. 2005. Beyond the Dilemma of Difference: The Capability Approach to Disability and Special Educational Needs. *Journal of Philosophy of Education 39*(3): 443-459.

Suggested Reading List

Thapan, M. 2006 1991. *Life at School. An Ethnographic Study*. Oxford University Press.

Thapan, M. 2022. *J. Krishnamurti: Educator for peace*. Routledge.

Durkheim, E. 1961. *Moral Education*. The Free Press.

Cole, M. (Ed.). 2022. *Education, Equality and Human Rights: Issues of Gender, 'Race', Sexuality, Disability and Social Class* (5th ed.). Routledge. (Chapter 7).

Giroux, H. 1997. *Pedagogy and the Politics of Hope: Theory, Culture, and Schooling: A Critical Reader* (1st ed.). Routledge. (Chapter 6: Border Pedagogy in the Age of Postmodernism).

Bourdieu, P. 1986. The Forms of Capital. *In* J.G Richardson (ed.) *Handbook of Research in the Sociology of Education.* Greenwood Publishers.

Bourdieu, P. 2008. *A Sketch for Self-Analysis*. Polity Press.

Bernstein, B. 1996. *Pedagogy, Symbolic Control and Identity*. Taylor and Francis. (Chapter 1).

McLaren, P. 1986. *Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gestures*. Routledge.

Levinson, B. A. U., & Pollock, M. (eds.). (2011). *A companion to the anthropology of education*. Blackwell Publishing.

DSE-5: Sociology of Generations and Life-Course

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-5: Sociology of Generations and Life-course	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Explore the significance of the ideas of 'generation' and 'life-course', i.e., age-related social categories as well as individual transitions through different phases of life, for understanding many facets of social and individual life.
2. Introduce different sociological perspectives that examine the significance of age as an axis of social organization, differentiation, and changes through the individual life course.
3. Provide an introduction to the key perspectives on these themes: the course will look at how different stages of life are socially constructed and how transitions from one stage to the next are shaped by social and historical processes, which also give rise to new categories and conflicts.
4. Examine movements, cultural practices, memories and narratives that are a product of generational ties
5. Examine aspects of intergenerational relationships and contentions.
6. Serve as a companion to courses on Gender, Population, Kinship and Social Movements.

Learning Outcomes:

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

i. *Distinguish and understand different conceptual and theoretical orientations to generation and life course*
ii. *Analyse social phenomena and individual lives from the perspective of generational membership and stage of life course.*
iii. *Analyse emerging aspects of generations and life course as reflected in individual and social contexts of different stages of life-course, identity formation, movements and memories*
iv. *Analyse the different dimensions of intergenerational relationships across different social contexts*

Syllabus of the Course:

Unit I: Sociology of Generations (9 Hours)

a. The concept of generations
b. Cohorts vs. generations
c. Social Generations
d. 'Generationalism'

Unit II: Approaches to the Life Course (15 Hours)

a. Life cycle, Life course, and its Social Construction
b. Age-sets, Age Stratification, Initiation, and Transitions
c. Childhood, Youth, Adulthood, and Emerging categories
d. Debates on Age, Sexuality, and Marriage

Unit III: Generational Identity and Culture (12 Hours)

a. Formation of Generational Values and Consciousness
b. Generational Memories, Narratives
c. Generational Subcultures and Movements

Unit IV: Intergenerational Relations (9 Hours)

a. Intergenerational Conflict, Solidarity or Ambivalence
b. Intergenerational Contracts
c. Generational Equity and Justice

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Sociology of Generations

Mannheim, K. 1952 The Problem of Generations. In *Essays on the Sociology of Knowledge,* pp. 276-322. Oxford University Press.

Ryder, N. B. 1965. The Cohort as a Concept in the Study of Social Change. *American Sociological Review 30*(6): 843–61.

Kriegel, A. and Hirsch, E., 1978. Generational difference: The history of an idea. *Daedalus 107*(4): 23-38.

Kertzer, D. I. 1983. Generation as a Sociological Problem. *Annual Review of Sociology 9*: 125–49.

Esler, A., 1984. 'The Truest Community': Social Generations as Collective Mentalities. *Journal of Political & Military Sociology 12*(1): 99-112.

White, J., 2013. Thinking generations. *The British Journal of Sociology 64*(2): 216-247.

Unit II: Approaches to the Life Course

Riley, M. W. 1987. On the Significance of Age in Sociology. *American Sociological Review 52*(1): 1–14.

Arnett, J. J. 2016. Life Stage Concepts across History and Cultures: Proposal for a New Field on Indigenous Life Stages. *Human Development 59*(5): 290–316.

Evans-Pritchard, E. E. 1936. The Nuer: Age-Sets. *Sudan Notes and Records 19*(2): 233–269.

Aries, P. 1962. *Centuries of Childhood: A Social History of Family Life*. Alfred A Knopf. Part I.

Honwana, A. 2014. 'Waithood': Youth transitions and social change. In Dick Foeken, Ton Dietz, Leo de Haan, and Linda Johnson (eds.) *Development and equity*, pp. 28-40. Brill.

Arnett, J.J. 2007. Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives 1*(2): 68-73.

Cohen, L. 1995. Toward an Anthropology of Senility: Anger, Weakness, and Alzheimer's in Banaras, India. *Medical Anthropology Quarterly 9*: 314-334.

Saraswathi, T. S., Mistry, J., & Dutta, R. (2011). Reconceptualizing lifespan development through a Hindu perspective. *In* L. A. Jensen (ed.), *Bridging cultural and developmental approaches to psychology: New syntheses in theory, research, and policy*, pp. 276–300. Oxford University Press.

Laslett, P. 1987. The emergence of the third age. *Ageing & Society 7*(2): 133-160.

John, M.E. 2021. *Child marriage in an international frame: A feminist review from India*. Routledge India.

Sarkar, T., 2000. A prehistory of rights: the age of consent debate in colonial Bengal. *Feminist Studies 26*(3): 601-622.

Sonalde Desai, Lester Andrist. 2010 Gender scripts and age at marriage in India. *Demography 47*(3): 667–687.

Unit III: Generational Identity and Culture

Edmunds, J. and B.S. Turner (eds), 2002. *Generational consciousness, narrative, and politics*. Rowman & Littlefield. (Selected Chapters)

Williams, J. Patrick. 2007. Youth-subcultural studies: Sociological traditions and core concepts. *Sociology Compass 1*(2): 572-593.

Hall, S. and T. Jefferson, (eds.), 2006. *Resistance through rituals: Youth subcultures in post-war Britain*. Routledge. (Introduction, Selected Chapters).

Corning, A. and H. Schuman (eds), 2015 *Generations and collective memory*. University of Chicago Press. (Selected Chapters)

Hareven, T. K. 1978. The Search for Generational Memory: Tribal Rites in Industrial Society. *Daedalus 107*(4): 137–149.

Laufer, R.S. and V.L.Bengtson, 1974. Generations, Aging, and Social Stratification: On the Development of Generational Units. *Journal of Social Issues 30*(3): 181-205.

Abbink, J., 2021. Being young in Africa: The politics of despair and renewal. In Abbink, J. Ineke Van Kessel (ed.) *Vanguard or Vandals*: *Youth, Politics and Conflict in Africa*. Brill Academic Publishers.

Yang, G. 2016. *The Red Guard Generation and Political Activism in China*. Columbia University Press.

Milkman, R. 2017. A New Political Generation: Millennials and the Post-2008 Wave of Protest. *American Sociological Review 82*(1): 1-31.

Unit IV: Intergenerational Relations

Bengtson, V., Giarrusso, R., Mabry, J. B., & Silverstein, M. 2002. Solidarity, Conflict, and Ambivalence: Complementary or Competing Perspectives on Intergenerational Relationships? *Journal of Marriage and Family 64*(3): 568–576.

Foner, A., & Kertzer, D. 1978. Transitions over the life course: Lessons from age-set societies. *American Journal of Sociology 83*(5): 1081-1104.

Vera-Sanso, P. 1999. Dominant daughters-in-law and submissive mothers-in-law? Cooperation and conflict in South India. *Journal of the Royal Anthropological Institute 5*(4): 577-593.

Vatuk, S. 1990. 'To be a burden on others': Dependency anxiety among the elderly in India. *In* O. M. Lynch (ed.), *Divine Passions: The Social Construction of Emotion in India*, pp. 64–88. University of California Press

Foner, N. 1984. *Ages in conflict: A cross-cultural perspective on inequality between old and young*. Columbia University Press.

Croll, E.J. 2006. The intergenerational contract in the changing Asian family. *Oxford Development Studies 34*(4): 473-491.

Walker, Alan, ed. 1996. *The new generational contract: intergenerational relations, old age and welfare*. UCL Press. (Selected Chapters)

Cohen, Lee M. (Ed.). 1993. *Justice across generations: What does it mean?* Public Policy Institute, American Association of Retired Persons, (Section III)

Cole, T.R., 1989. Generational equity in America: A cultural historian's perspective. *Social Science & Medicine 29*(3): 377-383.

Suggested Readings:

Bernardini, J. 2014. The infantilization of the postmodern adult and the figure of kidult. *Postmodern Openings 5*(2): 39-55.

Caballero, M. and Baigorri, A. 2019. Glocalising the theory of generations: The case of Spain. *Time & Society 28*(1): 333-357.

Cole, J. 2004. Fresh contact in Tamatave, Madagascar: Sex, money, and intergenerational transformation. *American Ethnologist 31*(4): 573-588.

Cooper, A., Swartz, S., & Mahali, A. 2018. Disentangled, decentred and democratised: Youth Studies for the global South. *Journal of Youth Studies 22*(1): 29–45.

Costanza, D.P., Rudolph, C.W. and Zacher, H. 2023. Are generations a useful concept? *Acta Psychologica* 241: 104059.

Edmunds, J. and Turner, B.S. 2005. Global generations: social change in the twentieth century. *The British Journal of Sociology 56*(4): 559-577.

Elder Jr., G. H. 1974 *Children of the Great Depression*. University of Chicago Press.

France, A., & Roberts, S. 2014. The problem of social generations: a critique of the new emerging orthodoxy in youth studies. *Journal of Youth Studies 18*(2): 215–230.

Gilleard, Chris, and Paul Higgs. 2002. The third age: class, cohort or generation? *Ageing & society 22*(3): 369-382.

Henry, A. 2004. *Not my mother's sister: Generational conflict and third-wave feminism*. Indiana University Press. (Selected Chapters)

Honwana, A.M. 2012. *The time of youth: Work, social change, and politics in Africa*. Lynne Rienner Publishers.

Howe, N. 2000. *Millennials rising: The next great generation*. Vintage Books.

Jeffrey, C. 2010. *Timepass: Youth, class, and the politics of waiting in India*. Stanford University Press.

Jenks, C. 1996. *Childhood*. Routledge. (Selected Chapters).

Jones, G., 2009. *Youth*. Polity Press. (Selected Chapters).

Krause, M., 2019. What is Zeitgeist? Examining period-specific cultural patterns. *Poetics 76*: 101352.

Lamb, S. 2000. *White saris, sweet mangoes*. Stanford University Press.

Larson, J.A. and Lizardo, O. 2007, Generations, Identities, and the Collective Memory of Che Guevara. *Sociological Forum 22*(4): 425-451.

Mendoza-Denton, N. and Boum, A, 2015. Breached Initiations: Sociopolitical Resources and Conflicts in Emergent Adulthood. *Annual Review of Anthropology 44*: 295-310.

Nakassis, C. V. 2016. *Doing style: Youth and mass mediation in South India*. University of Chicago Press.

Nayak, A. 2006. Displaced Masculinities: Chavs, Youth and Class in the Post-industrial City. *Sociology 40*(5): 813-831.

Perry, D.L. 2009. Fathers, sons, and the state: discipline and punishment in a Wolof hinterland. *Cultural Anthropology 24*(1): 33-67.

Twenge, J.M. 2017. *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood and what that means for the rest of us*. Simon and Schuster.

Vandegrift, D. 2016. 'We don't have any limits': Russian young adult life narratives through a social generations lens. *Journal of Youth Studies 19*(2): 221-236.

DSE-6: Urban Sociology

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-6: Urban Sociology	4	3	1	0	Bachelor's Degree in any Course	Nil

Course Objectives:

This course aims to:

1. Conceptually distinguish Urbanism from Urban and understand multiplicities contained in the urban.
2. Introduce and evaluate frameworks such as the global city paradigm and its critiques to study cities from the Global South Perspective.
3. Enable students to critically assess modernist planning and variations in city planning ideologies in many contexts of the world.
4. Develop an understanding of the city as a dynamic, evolving entity where networks, different identities, diverse logics, and performance of social, cultural, political, and economic coalesce to make and transform a city.

Learning Outcomes:

By the end of this course, students will be able to:

i. *Distinguish urbanism from the geographical space of the urban.*
ii. *Understand the process of development of global cities and other world cities.*
iii. *Reflect on the urban planning process, its execution, and evaluate urban plans.*
iv. *Appreciate multiplicities and inequalities in urban areas.*
v. *Appreciate the distinctive development of urban theory in the Global South.*

Syllabus of the Course:

Unit I: Theorising the city (9 Hours)

a. The Urban and Urbanism
b. World Cities and Global Cities
c. Cities of the Global South

Unit II: Formations of Space (12 Hours)

a. Urban Planning
b. Urban Informality
c. Urban Contestations

Unit III: Transformations of Space (12 Hours)

a. Sacred in the City
b. Gentrification
c. Urban Waste

Unit IV: Urban Networks and Identity (12 Hours)

a. Neighbourhoods and Social Networks
b. Access and Exclusion

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books and articles; research activities and projects; presentations and discussions; poster making and exhibitions; quizzes, essays, and other writing tasks relevant to the course. An ethnographic research project on the urban may also be part of the tutorial assignments. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Theorising the city

Wirth, L. 1938. Urbanism as a Way of Life. *American Journal of Sociology 44*(1): 1-24.

Simmel, G. 1950. The Metropolis and Mental Life. *In* K. H. Wolff (ed.), *The Sociology of Georg Simmel,* pp. 409-424. The Free Press.

Sassen, S. 2000. *Cities in a World Economy*. Sage Publications.

Parnell, S. and S. Oldfield (ed.) *The Routledge Handbook on Cities of the Global South*. Routledge. (Chapters 3 and 5)

Robinson, J. 2002. Global and world cities: A view from off the map. *International Journal of Urban and Regional Research 26*(3): 531-54.

Unit II: Formations of Space

Harvey, D. 2008. The Right to the City. *New Left Review 53*: 23-40.

Holston, J. 1989. *The Modernist City: An Anthropological Critique of Brasilia*. Chicago: The University of Chicago Press.

Menon, A.G. K. 2000. The Contemporary Architecture of Delhi: The Role of the State as Middleman. *In* Dupont, V, E. Tarlo & D. Vidal (eds.) *Delhi: Urban Space and Human Destinies*, pp.143-156. Manohar Publishers.

Roy, A. 2005. Urban Informality: Toward an Epistemology of Planning. *Journal of the American Planning Association 71*(2): 147–158.

Ghertner, Asher. 2011. Rule by Aesthetics. In Roy, A. and A. Ong (eds) *Worlding Cities: Asian Experiments and the Art of Being Global,* pp. 279-306. Blackwell Publishing.

Bhide, A. 2023. Structural violence in much more than neoliberal times: The case of slum redevelopment in Mumbai. *City 27*(3-4): 483-500.

Feldman, A. 1991. *Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland*. University of Chicago Press. (Chapters 3 and 4).

Unit III: Transformations of Space

Hertel, B. and Cynthia, A. H. (eds.). 1986. *Living Banaras: Hindu religion in cultural context*. SUNY Press. (Selected Chapters)

Srinivas, S. 2001. *Landscapes of Urban Memory: The Sacred and the Civic in India's High-Tech City*. Minneapolis: University of Minnesota Press.

Rao, U. 2018. Sacred space. *In* H. Callan (ed.), *The International Encyclopedia of Anthropology*, pp. 5334-40. Wiley Blackwell.

Zukin, S. 1987. Gentrification: Culture and Capital in the Urban Core. *Annual Review of Sociology 13*: 129-147.

Harris, A. 2008. From London to Mumbai and Back Again: Gentrification and Public Policy in Comparative Perspective. *Urban Studies 40*(12): 2511-2526.

McClintock, N. and Morris, G. 2024. Urban geographies of waste. *Urban Geography 45*(4): 518–527.

Doron, A. 2021. Stench and sensibilities: On living with waste, animals and microbes in India. *The Australian Journal of Anthropology 32*(S1): 23–41.

Unit IV: Urban Networks and Identity

Baumann, G. 1996. *Contesting Culture: Discourse and Identity in Multiethnic.* Cambridge University Press.

Raju, S. 1980. The social meaning of 'urban neighbourhood' in India. *Ekistics* 47(283): 286-289.

Irving H.W. 1977. Social Networks in the Modern City. *Social Forces 55*(4): 867-880.

Wacquant, L. 2008. *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Cambridge: Polity Press. (Select Chapters).

Anderson, E. 2012. The Iconic Ghetto. *The Annals of the American Academy of Political and Social Science 642*(1): 8-24.

Castells, M. 1983. Cultural identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco in Susser, I. (Ed.) *The Castells Reader on Cities and Social Theory*, pp. 180-230. Blackwell Publishers.

Massey, D. 1994. *Space, Place and Gende*r. University of Minnesota Press.

Ghaziani, A. 2021. Why Gaybourhoods Matter: The street empirics of urban sexualities. In Bitterman, A. & D. Baldwin (eds.) *The life and Afterlife of Gay Neighbourhoods*, pp. 87-113. Springer.

Kern, L. 2020. *Feminist City: Claiming Space in the Man-made World*. Verso.

Suggested Readings

Hannerz, U. 1993. The Culture Role of World Cities. In Cohen, Anthony P. and Fukui, Katsuyoshi (eds.) *Humanizing the City: Social Contexts of Urban Life at the Turn of the Millennium*, pp. 69-83. Edinburgh University Press.

Appadurai, A. 2004. The capacity to aspire: Culture and terms of recognition. In Vijayendra Rao and Michael Walton (eds.) *Culture and Public Action*, pp. 59-84. Permanent Black.

Lefebvre, H. 1968. *The Right to the City*. Blackwell.

Fishman, R. 1987. *Bourgeois Utopias: The Rise and Fall of Suburbia*. Basic Books.

Mahadevia, D. and R. Sharma. 2024. Urban Planning and its Discontents: Practice in Contemporary India. Routledge.

Wacquant, L. 2001. Deadly Symbiosis: When ghetto and prison meet and mesh. *Punishment and Society 3*(1): 95-134.

Burte, H. and L. Kamath. 2017. The Violence of Worlding: Producing Space in Neo- Liberal Durban, Mumbai and Rio De Janeiro. *Economic and Political Weekly 52*(7): 67-74.

Gurunani, S. 2013. Flexible Planning: The Making of India's 'Millennium City,' Gurgaon In Anne Rademacher and K. Sivaramakrishnan (eds.) *Ecologies of Urbanism in India*, pp. 119-43. Hong Kong University Press.

Parenell, S and S. Oldfield (eds). 2014. *The Routledge Handbook on Cities of the Global South.* Routledge (Chapter by V. Watson and other Selected Chapters).

Levy, R. I. 1990. *Mesocosm: Hinduism and the Organization of a Traditional Newar City*. University of California Press.

Chaudhuri, S (ed.). 2022. *Religion and the City in India*. Routledge (select chapters).

Espinoza, V. 1999. Social Networks among the Urban Poor: Inequality and Integration in a Latin American City. In Barry Wellman (ed.). *Networks in a Global Village: Life in Contemporary Communities,* pp.147-184.Westview Press.

Duncan, J. (with Nancy Duncan). 2004. *Landscapes of Privilege: The Politics of the Aesthetic in an American Suburb*. Routledge.

Lin, J. and C. Mele. 2013(2005). *The Urban Sociology Reader 2nd Edition*. Routledge. (Part 3: Racial and Social Inequality).

Phadke, S, S. Ranade, and S. Khan. 2011. *Why Loiter? Women and Risk on Mumbai Streets*. Penguin Books.

Hubbard, P. 2013. *Cities and Sexualities*. Routledge (Preface; Chapter 1, 2 & 3)

Doderer, Y. P. 2011. LGBTQs in the city, queering urban space. *International Journal of Urban and Regional Research 35*(2): 431-436.

Peter van der Veer (ed.) *Handbook of Religion and the Asian City.* University of California Press. (Chapter 5)

Rao, U. 2022. Making Informal Sacred Geographies: Spiritual Presence, Sensual Engagement, and Wayside Shrines in Urban India. *Space and Culture 26*(2): 192-203.

PART III

GENERIC ELECTIVES

GE-1: Reading Ethnographies of India

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
GE-1: Reading Ethnographies of India	4	3	1	0	Bachelor's Degree in any Course	None

Course Description:

The open elective course introduces students to ethnographies on a range of subjects and regions of India. By engaging in a close reading of ethnographies, the student is exposed to a key and distinctive sociological and anthropological method, how it was produced and the changes it has gone through over time. The course will enable a unique understanding of Indian society which the ethnographic method offers through a close reading of ethnographic writing from the colonial, post-independence to the contemporary periods.

Course Objectives:

This course aims to:

1. To understand the ethnographic method and its application in the Indian context.
2. To understand the concerns of the different phases of ethnographic research in India.
3. To do close reading of ethnographic texts from colonial, post-independence and contemporary contexts.

Course Learning Outcomes:

At the end of the course the student will be able to:

i. *Appreciate the significance of the ethnographic method in understanding Indian society*
ii. *Differentiate between different phases of ethnographic research in India*
iii. *Identify the major concerns of ethnographic research in colonial, post-independence and contemporary contexts*

Syllabus of the Course:

Unit I: Ethnography as Method (9 Hours)

This section introduces students to the practice of ethnographic research.

a. Sociological Fieldwork
b. Interpretive Anthropology
c. Writing Culture
d. Defining the Field

Unit II: Colonial Ethnographies, Census and Gazetteers (12 Hours)

This unit looks at the role of colonial power/governmentality in creating anthropological knowledge about India. It also looks at the emerging genre of ethnographies.

a. Colonial Ethnographic Writing
b. Emerging Ethnographic Genres

Unit III: Ethnographic Writing in the Post-Independence Phase (1950s-2000) (12 Hours)

This section looks at the concerns that emerged through the ethnographies of post-colonial scholars.

a. Village
b. Caste and Tribe
c. Family
d. Religion

Unit IV: Contemporary Ethnography (2000s onwards) (12 Hours)

This section introduces students to a variety of contemporary ethnographies.

a. Identities
b. Infrastructure
c. Aspirations and Loss
d. New Directions

Practical Component: Nil

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books and articles; research activities and projects; presentations

and discussions; poster making and exhibitions; quizzes, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit Wise Reading List:

Unit I: Ethnography as Method

Srinivas, M. N., A. Shah and E. Ramaswamy (eds.) 1979. *The Fieldworker and the Field.* Oxford University Press.

Geertz, C. 1973. *The Interpretation of Cultures. Basic Books*. (Chapter I: Thick Description, and Chapter 15: Deep Play).

Clifford, J. and G. E. Marcus. 1986. *Writing Culture*. University of California Press.

Gupta, A. and J. Ferguson (eds.) 1997. *Anthropological Locations*. University of California Press. (Introduction)

Unit II: Colonial Ethnographies, Census and Gazetteers

Crooke, W. 1896 *The Popular Religion and Folklore of Northern India*, Vol 1 (Selections). A. Constable & Co.

Cohn, B. S. 1987 *An Anthropologist Amongst the Historians and Other Essays*. Oxford University Press. (Chapter 10: Census)

Hasan, M. ed. 2012 *Writing India: Colonial Ethnography in the 19th Century*. Oxford University Press. (Selected Chapters)

Wiser, W. and. Wiser. 2001 (1930) *Behind Mud Walls*. University of California Press.

Verrier Elwin 2007 (1939) *The Baiga*. Gyan Publishing House. (Selections)

Unit III: Ethnographic Writing in the Post-Independence Phase (1950s-2000)

Bailey, F. G. 1957 *Caste and the Economic Frontier*. Manchester University Press.

Srinivas, M.N. 2012 (1978). *The Remembered Village*. Oxford University Press.

Uberoi, J.P.S. 1967. On Being Unshorn. *Transactions of the Indian Institute of Advanced Study* (Simla) *4*: 87-100

Breman, J. 1974 *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India.* University of California Press.

Cohen, L. 1998. *No Aging in India*. University of California Press.

Unit IV: Contemporary Ethnography (2000s onwards)

Reddy, G. 2005 *With Respect to Sex*. University of Chicago Press.

Jeffrey, C. 2010. *Timepass*. Stanford University Press.

Anand, N. 2017. *Hydraulic City.* Duke University Press.

Vitebsky, P. 2017. *Living without the Dead.* University of Chicago Press.

Taneja, A. V. 2017 *Jinnealogy.* Stanford University Press.

Kikon, D. 2019 *Living with Oil and Coal*. University of Washington Press.

Srivastava, S. 2022. *Masculinity, Consumerism and the Post-National Indian City*. Cambridge University Press.

Note: Not all of these ethnographies can be taken up in one semester. Students will select one or two from each unit and work through the whole text.

GE-2: Themes in Sociology

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/ Practice		
GE-2: Themes in Sociology	4	3	1	0	Bachelor's Degree in any Course	None

Course Description:

This course introduces students to the foundations of sociology as a discipline and will discuss both some key sociological thinkers, their theories, and some key themes in Sociology. Designed for non-sociology students, it covers the classical sociological thinkers in the Western context and also brings out some of the key contributions by the pioneering Sociological thinkers of the global south.

Course Objectives:

1. To introduce the foundational ideas of sociology as a discipline and major sociological thinkers.
2. To compare different sociological theories.
3. To develop critical thinking skills to assess social phenomena using sociological perspectives.
4. To acquaint students with some pioneering contributions of some Sociological thinkers of the Global South.

Learning Outcomes:

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

i. *Explain the contributions of key sociologists in founding the discipline through their key concepts, ideas and theories.*
ii. *Critically assess the relevance of classical sociological theories.*
iii. *Demonstrate understanding of the key themes and contributions of some sociologists from the global south.*

Syllabus of the Course:

Unit I: Sociology as a Discipline (9 Hours)

a. The Historical Origins of Sociology
b. Sociological Imagination

Unit II: Classical Sociological Thinkers (Marx, Weber, Durkheim) (12 Hours)

a. Class
b. Division of Labor
c. Power and Authority

Unit III: Key Concept in Sociology (Bourdieu, Goffman, Collins) (12 Hours)

a. Presentation of Self
b. Cultural Capital
c. Intersectionality

Unit IV: Sociology from India and the Global South (12 Hours)

a. Social Change and Development
b. Inequality and Hierarchies
c. Social Movements

Examination Scheme:

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

Tutorial Activities:

Tutorial activities for the course will be decided by the course teacher every year and may consist of discussion and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

2/3 attendance in tutorials will be mandatory, and those students who fail to meet this requirement may not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Unit-Wise Reading List:

Unit I: Sociology as a Discipline

Comte, A. 1896. *The Positive Philosophy*, (Vol.1, H. Martineau, Trans). George Bell & Sons. (Chapter 1).

Small, A. W. 1905. *General Sociology*. The University of Chicago Press. (pp. 100-130).

Mills, C. W. 1959. *The Sociological Imagination*. Oxford University Press, chapter 1.

Unit II: Classical Sociological Thinkers (Marx, Weber, Durkheim)

Marx, K. 1867. *Capital: A critique of political economy* (Vol. 1, B. Fowkes, Trans.). Penguin Books. (Selected Chapters).

Durkheim, É. 1933. *The Division of Labor in Society*, (G. Simpson, Trans.). The Free Press of Glencoe, Illinois. (Selected Chapters).

Roth, G. and C.Wittich., 1978. *Max Weber: Economy and Society*. University of California Press (Selected Chapters).

Unit III: Key Concept in Sociology (Bourdieu, Goffman, Collins)

Bourdieu, P. 1977. Cultural Reproduction and Social Reproduction. *In* J. Karabel, & A. H. Halsey (eds.), *Power and Ideology in Education,* pp. 487-511. Oxford University Press.

Goffman, E. 1961. *Asylums: Essays on the social situations of mental patients and other inmates.* Doubleday. (Chapter 1)

Collins, P. H. 2019. *Intersectionality as Critical Social Theory*. Duke University Press. (Introduction)

Unit IV: Sociology from India and the Global South

Uberoi, P., N. Sundar & S. Deshpande (eds.). 2007. *Anthropology in the East: Founders of Indian sociology and anthropology*. Permanent Black. (Selected Chapters).

Ambedkar, B. R. 1979. *Dr. Babasahab Ambedkar: Writings and Speeches*. Vol.1 (compiled by Vasant Moon). Education Department, Government of Maharashtra. (Selected Chapters).

Das, V. 2003 *The Oxford India Companion to Sociology and Social Anthropology,* Volume I & II. Oxford University Press. (Selected Chapters).

Radhakrishnan, S & Vijaykumar, G. (eds.). 2022. *Sociology of South Asia*. Springer. (Selected Chapters).

Sooryamoorthy, R. & Khalema, N. E. (eds.). 2023. *Handbook of the Sociology of Africa.* Oxford University Press. (Selected Chapters).

Bada, X. and Sanchez, L. R. (eds.) 2020. *The Oxford Handbook of the Sociology of Latin America*. Oxford University Press. (Selected Chapters).

Suggested Readings:

Chadha, G. and Joseph, M.T. (eds) 2018. *Re-Imagining Sociology in India: Feminist Perspectives*. Routledge.

Dhanagare, D.N 1998. *Themes and Perspectives in Indian Sociology*. Rawat Publications.

Giddens, A. 1971. *Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge University Press.

Giddens, A., & Sutton, P. W. 2017. *Essential Concepts in Sociology*. Polity Press.

Harrington, A. 2005. *Modern Social Theory: An Introduction*. Oxford University Press.

King, V. T. 2008. *The Sociology of Southeast Asia*. NIAS Press.

Patel, S. (ed.) 2016. *Doing Sociology in India*. Oxford University Press.

Ritzer, G. 2011. *Sociological Theory*. McGraw-Hill.

Rodrigues, V. (Ed.) 2004. *The Essential Writings of B.R. Ambedkar*. Oxford University Press.

PART IV

SKILL-BASED COURSES

SBC-1: Academic Reading

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
SBC-1: Academic Reading	2	1	0	1	Bachelor's Degree in any Course	None

Course Objectives:

This is a practice-oriented course designed to inculcate skills in academic reading. The course is built around a series of graded exercises in academic reading with the objective of developing skills to read academic texts of different kinds and to inculcate the skills to approach and comprehend these texts. The core of the course will be the exercises devised for highlighting specific skills in reading.

The objectives of the course are:

1. To enable students to distinguish an academic text from other kinds of texts.
2. To identify the different types of academic texts
3. To understand the basic format of an academic text.
4. To develop skills of reading academic texts in a series of steps.

Learning Outcomes:

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

i. *Identify academic texts from other kinds of writing and distinguish between casual and academic reading norms.*
ii. *Demonstrate enhanced ability to read and comprehend theoretical sociological texts.*
iii. *Have the skills to read academic texts of different kinds with different degrees of rigour in systematic steps*
iv. *Be equipped with skills to read the extensive and intensive texts required in the social sciences.*
v. *Use basic techniques to use academic texts for their own writing.*

Syllabus of the Course:

Unit I: Overview: How and Why Academic Reading Matters (3 hours)

a. What is an Academic text
b. Different kinds of Academic Texts
c. The community of scholars and the ongoing conversation
d. Basic "they say—I say" format and its variations

Unit II. Techniques for Reading Academic Texts (12 Hours)

a. Pre-reading: Identifying a text in very few steps
b. Quick Reading: How to get a quick overview
c. Detailed Reading: Identifying the structure of a text and breaking down the text.
d. Difficult Reading: Dealing with the difficult parts of a text; Getting help: Searching for material, seeking help from teachers and other sources.
e. Quoting, Summarising and Paraphrasing a text and Strategies for Note-taking

Practical Component:

The course will be structured around a series of exercises. In each class students will have to complete exercises individually and in groups following the instructions given by the teacher. Some exercises will be demonstrated in class which the students will have to complete at home. Completion of both class and home exercises on a continuous basis will count towards the evaluation in the course. There will be no end of the term practical examination/viva voce for the course.

2/3 attendance in Practical Sessions will be mandatory and those students who fail to meet this requirement will not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Examination Scheme:

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

Suggested Readings:

Wallace, M. & Wray, A. 2021. *Critical Reading and Writing for Postgraduates*. Sage Publications.

Henderson, E. 2015. *The Active Reader: Strategies for academic reading and writing*. Oxford University Press.

Graff, G & C. Birkenstein 2014. *They say/ I say: The moves that matter in academic writing*, 3rd edition. W.W. Norton.

SBC-2: Learning from the Field

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
SBC-2: Learning from the Field	2	0	0	2	Bachelor's Degree in any Course	None

Course Objectives:

1. To endow students with skills that shall help them become independent researchers.
2. To enhance research problem identification and articulation skills
3. To enable reflexivity and ability to choose appropriate data collection techniques.
4. To understand the challenges of different data collection methods
5. To enable the students to practice different methods of data collection in Sociological research.

Learning Outcomes:

After the completion of this course students will:

i. Have skills to use different research techniques for data collection.
ii. Have skills to present their findings in an appropriate manner.

Syllabus of the Course:

Unit I: Identification of a topic of study and techniques of Data Collection (3 Weeks)

a. Identification of topic
b. Identification of four techniques of data collection (participant and non-participant methods).

Unit II: Data Collection and Reporting (12 Weeks)

a. Collection of data for two weeks using some identified techniques.
b. Writing reports on the observations made for each of the data collection exercises undertaken.

Practical Component:

The course is structured around a series of research exercises. Students will have to complete exercises individually and in groups following the instructions given by the teacher. Demonstration that the activities have been undertaken and submission of written reports by each student in a continuous and timely fashion will count towards the evaluation in the course.

This is a practice-based course. 2/3 attendance in Practical Sessions/Activities will be mandatory and those students who fail to meet this requirement will not be permitted to submit the assignments towards continuous assessment and/or take the tests, if any.

Examination Scheme:

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

Suggested Readings

Selltiz, C., Jahoda, M., Deutsch, M. & Cook, S.W. 1959. *Research Methods in Social Relations*. Horton Holt and Company. (Chapter 2)

Black J. A. and Champion. 1976. *Methods and Issues in Social Research.* John Wiley and Sons. (Chapter 1- The Research Process)

Srinivas, M.N. *The Remembered Village*. Oxford University Press. (Chapters 1 and 2)

Whyte, W. F. 1993. On the Evolution of Street Corner Society, in William Foote Whyte, *Street Corner Society.* University of California Press.

Evans-Pritchard, E. E. 1976. Some Reminiscences and Reflections on Fieldwork, in E. E. Evans-Pritchard, *Witchcraft, Oracles, and Magic among Azande*. Clarendon Press.

Marcus, G. E. 1995. Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography, *Annual Review of Anthropology 24*: 95-117.

Geertz, C. 1983. *Local Knowledge: Further essays in Interpretive Anthropology*. Fontana Press. (Chapter 3)

Srinivas, M.N. 2002. *Collected Works*. Oxford University Press. (Chapters 33, 35)

Malinowski, B. 1948. Boloma; the Spirit of the Dead in the Trobriand Islands. In B. Malinowski, *Magic, Science & Religion and other Essays*. The Free Press.

Bateson, G. 1958. *Naven: The culture of the Iatmul people of New Guinea as revealed through a study of the 'naven' ceremonial*. Stanford University Press (Chapters 1-6).

Crapanzano, V. 1985. *Tuhami: Portrait of a Moroccan*. Chicago University Press.

Goffman, E. 1961. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. Anchor Books.

Turner, V. W. 1957. *Schism and Continuity in an African Society: A Study of a Ndembu Village Life.* BERG.

Evans-Pritchard, E.E. 1940. *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford University Press.

Baviskar, B S. 1980. *The Politics of Development: Sugar Cooperatives in Rural Maharashtra*. Oxford University Press.

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1276/25/10 (ii)
Dated: 13.11.2025

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 24-14/ dated 12.07.2025)

Following addition be made to Annexure-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabus of Discipline Specific Elective (DSEs) paper titled "Agrarian Sociology" offered by the Department of Sociology in MA Sociology, under the Faculty of Social Science based on Post Graduate Curriculum Framework, is notified for the information of all concerned as per **Annexure-1**.

REGISTRAR

Annexure-1

MA SOCIOLOGY (PGCF-NEP)

DSE-3: Agrarian Sociology

Course Title and Code	Credits	Credit Distribution for the Course			Eligibility Criteria	Pre-requisite of the course if any
		Lecture	Tutorial	Practical/Practice		
DSE-3: Agrarian Sociology	4	3	1	0	Bachelor's Degree in any course	None

Course Objectives:

This course aims to:

1. Introduce students to the agrarian world and acquaint them with key themes in agrarian sociology.
2. Examine the origins and histories of food cultures.
3. Show how food provides a lens to examine ecology, culture, identity, power, and global connections.
4. Examine the making of the agrarian landscape (fields, forests, rivers) through human habitation and by the imperatives of different states, and look at how law, custom, and moral economies map land.
5. Introduce students to debates on agrarian transitions, the impact of technology, agrarian crises, and food sovereignty.
6. Show how India's agricultural sector has developed indigenously and in relation to global developments.

Learning Outcomes:

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

- Demonstrate an understanding of the evolution of agrarian societies in terms of cultural and political forces that shape agricultural practices and rural life.
- Critically analyze agrarian landscapes through the interrelations of law, custom, technology, and moral economies, with a focus on India's agrarian development within global contexts.
- Apply interdisciplinary perspectives to evaluate agrarian transitions and food sovereignty, assessing the links between ecology, identity, power, and globalization in shaping contemporary agrarian realities.

Syllabus of the Course:

Unit I: Cultural and Political Economy Perspectives (12 Hours)

This section introduces students to agrarian sociology through the medium of food. It will look at the origins and histories of food cultures; how food provides a lens to examine ecology, culture, identity, power and global connections. It will also look at questions of food security, sovereignty and inequality. It will examine how agriculture is culturally embedded.

a. Through the Lens of Food: Trade, Culture, Power
b. Food Security and Sovereignty
c. Food and Inequality
d. Cultural Understandings of the Landscape

Unit II: Classifying the 'Agrarian' and Diverse Agrarian Tenures (9 Hours)

This section examines how the 'agrarian' encompasses fields, forests, rivers, human and non-human activities. This section also looks at how law, custom and moral economies map land. We will examine how the idea of property varies under different regimes, understand the historical evolution of different tenurial systems, and look at how land relates to familial and social relations.

a. Land and Resource Uses: Fields, Commons, Forests, Water
b. Diverse Inhabitants: Hunter-Gatherers, Pastoralists, Agriculturalists, Traders
c. Land, Custom, Law, and Tenure
d. Humans and Animals in Agriculture

Unit III: Agrarian Transitions, Commercialisation and Struggle (12 Hours)

This section examines the transition debate in agriculture from feudalism to capitalism, the characteristics of peasant agriculture, the transformation in agrarian structure and the forms of peasant struggle and farmers movements.

a. Relations and Transition Debates
b. From Peasants to Farmers?
c. Peasant and Farmer Movements

Unit IV: State, Markets, Technology, and Government Intervention (12 Hours)

This section looks at recent developments in the agriculture sector, the role of technology including fertilisers and seeds, the organic turn, the agrarian crises and state intervention.

a. Modernist Projects in Agriculture
b. Agrarian Markets and Technology
c. Land Dispossession, Agrarian Crises and steps taken by state to resolve them.

Examination Scheme:

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

Tutorial Activities:

Students will write an essay on their own food cultures and culinary practices, tracing the origins of the ingredients in the agrarian landscape. They will conduct a site visit to a nearby farm (maybe urban farm or rural area in a neighbouring state) and understand farming practices, land use, animal husbandry and other concerns. They will write a report on this.

Further tutorial activities for the course will be decided by the course teacher every year and may consist of discussions and reviews of books, articles, and movies; research activities and projects; presentations and discussions; poster making and exhibitions; problem-solving exercises, essays, and other writing tasks relevant to the course. Students will be evaluated on the basis of assigned tasks.

Unit-Wise Reading List:

Unit I: Cultural and Political Economy Perspectives

Spengler, R. 2019. *Fruit from the Sands. The Silk Road Origins of the Food we Eat*, University of California Press. (Introduction & Conclusion).

Achaya, K.T. 1994. *Indian Food: A Historical Companion*. Oxford University Press. (Selections)

Pollan, M. 2001. *The Botany of Desire*. Random House. (Introduction and Chapter 4)

Mintz, S. 1996. *Tasting Food, Tasting Freedom*. Beacon Press. (Chapter 3)

Shostack, S. 2023 Food and Inequality. *Annual Review of Sociology 49*: 359–78.

Carlyle, Rachel, Matthew Kessler and Tara Garnett. 2021. *What is Food Sovereignty*? Table Explainer Series. (University of Oxford, SLU, Wageningen University).

Virgil. 1916. *Georgics. Aeneid: Books 1-6*. Translated by H.R. Fairclough. Harvard University Press. (Book I: Poem on Agriculture)

Majumdar, G.P and Banerji, S.C. (edited and translated from Sanskrit). 1960. *Krsi-Parasara*. Calcutta: Asiatic Society

Unit II: Classifying the Agrarian and Diverse Agrarian Tenures

Ellis, E.C. 2021. Land Use and Ecological Change: A 12,000-Year History. *Annual Review of Environment and Resources 46*: 1-43

Bhattacharya, N. 2019. *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*. Introduction and Chapter 2. SUNY Press.

Malik, B. 2003. The 'Problem' of Shifting Cultivation in the Garo Hills of North-East India, 1860–1970. *Conservation & Society 1*(2): 287-315.

Mosse, D. 2006. Rule and Representation: Transformations in the Governance of the Water Commons in British South India. *Journal of Asian Studies 65*(1): 61-90.

Kalof, L. and C. T. Whitley. 2021. Animals in Environmental Sociology. *In* Caniglia et al, (ed.) *Handbook of Environmental Sociology*. Springer.

Thompson, E.P. 1993. Custom, Law and Common Right. In *Customs in Common*. New Press.

Murray Li, T. 2014. *Land's End: Capitalist Relations on an Indigenous Frontier*. Durham: Duke University Press. (Chapter 3: Enclosures).

Peter Sutton. 2003. *Native Title in Australia: An Ethnographic Perspective*. Cambridge University Press.

Verdery, K. 1996. The Elasticity of Land: Problems of Property Restitution in Transylvania. In K. Verdery. *What was Socialism and what comes next*? pp. 133-167. Princeton University Press.

Neale, W. 2021. Land is to Rule. *In* R.E. Frykenberg (ed.). *Land Control and Social Structure in Indian History,* (2nd ed), pp. 3-16, Primus Books.

Agarwal, B. 2003. Gender and Land Rights Revisited. *Journal of Agrarian Change* 3(1& 2): 184-224.

Munster, D. 2017 Zero Budget Natural Farming and Bovine Entanglements in South India. *RCC Perspectives, No. 1, Troubling Species: Care and Belonging in a Relational World* (2017), pp. 25-32

Unit III: Agrarian Transitions, Commercialisation and Resistance

Bernstein, H. and T. Byres 2001. From Peasant Studies to Agrarian Change. *Journal of Agrarian Change 1*(1): 1-56.Shattuck, A. et.al. 2023. Life on the land: new lives for agrarian questions. *The Journal of Peasant Studies 50*(2): 490-518.

Breman, J. 2019. The Political Economy of Boundless Dispossession (Part III) in *Capitalism, Inequality and Labour in India*. Cambridge University Press.

Chakravarti, A. 2001. *Social Power and Everyday Class Relations*. Sage Publications (Introduction, chapter 6, 7).

Beckert, S. 2014. *Empire of Cotton*. Alfred Knopf. (Selected Chapters)

Jodha, N.S et al. 2012. The Commons, Communities and Climate Change. *Economic and Political Weekly*, March 31, 2012: 49-56

Desai, A.R. 1979. *Agrarian Struggles in India*. Oxford University Press. (Chapter 8).

Wolf, E. 1999. *Peasant Wars of the 20th Century*. University of Oklahoma Press (Chapter 4).

Singh, S. & S. Siddiqui (eds.) 2024. *A People's History of the Farmers Movements, 2020-21*. Routledge. (Selected Chapters).

Unit IV: State, Markets, Technology, Crises, and Resistance

Scott, J. C. 1998. *Seeing Like a State*. Yale University Press. (Part 3, pp 183-306)

Patel, R. 2013. The Long Green Revolution, *Journal of Peasant Studies 40*(1): 1-63.

White, Ben et.al. 2012. The New Enclosures: Critical Perspectives on Corporate Land Deals. *Journal of Peasant Studies 39*(3-4): 619-647.

Hall, Ruth et. al. 2015. Resistance, Acquiescence or Incorporation? An Introduction to Land Grabbing and Political Reactions 'from below'. *Journal of Peasant Studies 42*(3-4): 467-488.

Siegel, B. 2018. *Hungry Nation: Food, Famine and the Making of Modern India*. Cambridge University Press. (Introduction, conclusion, chapters 5 & 6)

Lídia Cabral & Kojo S. Amanor (2022) Tractors, states, markets and agrarian change in Africa, *The Journal of Peasant Studies*, 49:1, 129-136 (Forum special issue, see also article by Amanor and Iddrisu on Ghana)

Stone, G. D. 2021. *The Agricultural Dilemma*. Routledge.

Guthman, J. 2004. *Agrarian Dreams: The Paradox of Organic Farming in California*. University of California Press. (Introduction)

Krishnamurthy, M. 2022. States of Wheat: The Changing Dynamics of Public Procurement in Madhya Pradesh. In S.S. Jodhka, ed. *Agrarian Change in India*. Orient BlackSwan.

Vasavi, A.R. 2009. Suicides and the Making of India's Agrarian Distress. *South African Journal of Sociology 40*(1): 94–108.

Suggested Readings:

Adve, N. 2022. *Global Warming in India: Science, Impacts and Politics*. Eklavya Books.

Amrith, S. 2024 *The Burning Earth: An Environmental History of the last 500 years*. Allen Lane.

Mohanty, B. B. 2016. Agrarian Transition: From Classic to Current Debates. B.B.Mohanty (ed.) *Critical Perspectives on Agrarian Transition: India in the Global Debate*, pp. 1–40. Routledge.

Reich, D. 2018. *Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past*. Pantheon Books.

Scoones, I. 2021. Pastoralists and Peasants: Perspectives on Agrarian Change. *Journal of Peasant Studies 48*(1): 1-47.

Gliessman, S. R. 2015. *Agro-Ecology: The Ecology of Sustainable Food Systems*. CRC Press.

Vitebsky, P. 2011 *The Reindeer People: Living with Animals and Spirits in Siberia*. Harper Perennial.

Wallace, R. G. 2016. *Big Farms Make Big Flu: Dispatches on Infectious Disease, Agribusiness, and the Nature of Science*. New York: Monthly Review Press

Yugandhar, B.N. and G. Iyer. 1992 *Land Reforms in India*. Sage Publications.