Syllabus for Course on: Classical Sociological Theory

M.A.: Compulsory Course
Course number: SL 500
Credits: 4

Course Objective:

This introductory course attempts to offer an overview of different approaches to the study of society and various perspectives of the founders of sociological theory.

Introduction:

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

Required Readings:


Karl Marx

a. Marx’s Conception of Society: Historical and Dialectical Materialism
b. The Method of Political Economy
d. Abstract Labour, Theory of Surplus Value.
e. Class Consciousness, Ideology and Class Struggle.

Required Readings:

Suggested Reading (original works):

Max Weber
a. Methodology, Science, Values, Objectivity and Ideal Types.
c. Weber’s Conception of History: Rationalization and disenchantment.
d. World Religions and Western Capitalism: Protestant Ethic Thesis.

Required Readings:

Suggested Reading (original works):

Emile Durkheim
c. Religion and Society

Required Readings:
George Simmel

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

Required Readings:
1. George, Simmel. On Individuality and Social Forms: Selected Writings, Univ. of Chicago Press, 1971, Chapter II, II and V.
Syllabus for Course on: Modern Sociological Theory

M.A.: Compulsory Course
Course number: SL 501
Credits: 4

Course Objective:

This course traces the development of modern sociological theory broadly from Parsons to Bourdieu. The historical conjuncture marking the course is 1945, and essentially reviews the development of sociological theories in that context and thereafter. The emphasis is on coming to terms with the major theorists in various schools.

Course Outline:

SECTION 1: FUNCTIONALISM AND NEO-FUNCTIONALISM

The rise, dominance, decline and revival of functionalism:
   (a) Parsonian Structural-functionalism: ‘Grand Theory’;
   (b) Merton and Middle-range theory; revision of functional analysis;
   (c) Jeffrey Alexander and Contemporary Neo-functionalism.

SECTION 2: REACTIONS TO FUNCTIONALISM

‘Radical’, Conflict and Exchange Theory contra functionalism:
   (a) C. Wright-Mills, Alvin Gouldner & the critique of functionalism;
   (b) Ralf Dahrendorf, Lewis Coser and the theory of social conflict;
   (c) George Homans, Peter Blau and Exchange Theory.

SECTION 3: INTERPRETIVE SOCIOLOGY

European and American Phenomenological theory in Sociology:
   (a) The Chicago School – G.H. Mead and Symbolic Interactionism;
   (b) Harold Garfinkel and Ethnomethodology;
   (c) Erving Goffman and Dramaturgical theory;
   (d) Alfred Schutz, Phenomenology and Social Constructionism.

SECTION 4: NEO MARXIST THEORY

Continuing attempts to revise and/or rewrite Marx:
   (a) Antonio Gramsci: hegemony and mature capitalism;
   (b) Louis Althusser: overdetermination and ideology;
(c) The Frankfurt School: late capitalist culture.

SECTION 5: CONTEMPORARY TRENDS

Current trends in Western sociological theory:
(a) Pierre Bourdieu and the theory of practice;
(b) Michel Foucault and power;
(c) Feminist perspectives.

Readings:


*****
Syllabus for Course on: **Research Methods- I: Survey Research and Basic Statistics**

M.A.: Compulsory  
Course number: SL 502  
Credits: 4

**Course Objective:**

This course attempts to introduce basic elements of quantitative methods employed in social research. It begins with a discussion on the epistemological basis of understanding social phenomenon and proceeds with an examination of the applications of statistics in social research. As part of this course, various issues of measurement, collection, organization and understanding of quantitative data are discussed. Students are also expected to work out a small exercise in data collection, analysis and interpretation.

**Course Outline:**

I. Introduction to social research: Epistemology, Positivism and Empiricism.

II. Quantitative research traditions: History of mathematical and statistical traditions in social sciences.

III. Survey research: Nature and Scope; Steps in survey research

IV. Problem formulation: Operationalization of concepts and their measurement.

V. Research design: Types of research design.

VI. Sampling: Meaning and various strategies of sampling.

VII. Instruments of data collection: Questionnaire and Schedule

   a) Questions as measures – nominal, ordinal, interval and ratio.
   b) Types of questionnaire, steps in the construction of questionnaire, modes of administering questionnaire.
   c) Schedule: questions in the schedule as measures and use of schedule.

VIII. Measurement – Attributes and Variables; Scales of measurement; Validity and Reliability in measuring social data.

IX. Structure of survey data: Tripartite form of data; Preparing data for analysis – manual and machine mode; Graphic representation of data.
X. Statistical analysis of survey data: Descriptive statistics and Inferential statistics: Descriptive statistics - Univariate, Bivariate and Multivariate statistics.

XI. Statistical analysis of survey data: Inferential statistics - Hypothesis testing and non-parametric statistics.

XII. Computer aided statistical analysis of data: MS Excel and SPSS.

XIII. Report writing.

XIV. Interpretation of quantitative data - Do numbers speak for themselves?

Readings


Syllabus for Course on: Research Methods II: Qualitative Research Methods

M.A.: Compulsory Course
Course number: SL 503
Credits: 4

Course objective:

Methods – I focused on epistemological issues in social research, quantitative research techniques and statistical analysis. Methods – II will deal with qualitative research methods, such as participant observation, interviewing, case study, oral and life histories, and continue with the discussion on epistemological issues.

The readings prescribed in the course are only suggestions. There are several books on methods in the library and on the internet. Please feel free to use the material.

I. Quantitative Research: A Critique:

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

Readings:

II. Qualitative Techniques

1. Participant Observation and Interviewing: Principles of Ethnographic Field Research; Participant Observer Continuum; Strategies for entering, watching, Listening and recording; exiting the Field; maintaining a journal.
   Reading.
   Chapter 2 and 3 from Taylor and Bogdan.

2. Interviewing: Types; Selecting Respondents; Rapport; the Interview Guide; the Interview situation; the interviewer’s journal.
3. Focused Group Discussions
   Reading
   Chapter 4 from Taylor and Bogdan
4. The Case Study Method  
5. Oral Histories, Life Histories and Experiential Methods

Reading  

III. Qualitative Analysis:  
Sampling, Content Analysis, Coding, Analytic Memos, Questions of reliability and Validity; Strengths and Weaknesses

Reading  
Attempt at using computer aided packages. NVivo will be used in the classroom to do the data analysis.

IV. Emic and Etic Approaches  
An Anthropological Approach to Research:

Reading  
Encyclopedia Britannica and Internet sources

V. Writing a Research Report  
Format and Content; Bibliography/references;  
Erasing and Inserting the Researcher; Reflexivity

Reading  

VI. Field Research in India

Reading  
M.N. Srinivas et.al. eds. *Field Worker and the Field*, Delhi, OUP.

Course Requirements  
There will be research projects that will be done during this course.  
The following broad topics can be chosen by groups of 4-5:

1. Educational institutions’ responses to students with disabilities.  
2. Understanding alternative health care in Hyderabad.
3. A case study of a school near Gachi bowli.
4. The emergence of the high-tech city and the impact in Cyberabad for informal labour.
5. Gender division of labor among domestic workers. A focus on women as primary earners.
6. The cosmopolitization of Cyberabad.
7. The making of the IT professional. A taste of Hyderabad’s integrated coaching centres.

The project proposal will be the first internal which will be submitted on Jan 23. The proposal must include: a statement of the problem, rationale for the topic, description of the field site, profile of respondents, and methodology. An individual note must accompany the group project to determine the extent of involvement of each member.

- The final project report to be submitted by March 24 will be the third internal assessment. The project should be neatly typed in about 15 pages, double-spaced. In addition, you must submit field observation notes, interview transcripts and any other data as appendices.
- A test will comprise the second internal and will be held in the month of February. Each of the internals will be worth 20 marks.
- An end-semester exam will be for 60 marks.
Syllabus for Course on: **Indian Society I : Approaches to the Study of Indian Society**

M.A.: Compulsory Course  
Course number: SL 504  
Credits: 4

*Course Objective:*

Indian Society inherits some of the unique features compared to other societies. The multi-ethnic character and diversity of the social fabric has attracted the attention of social scientists in general and Sociologists and Social Anthropologists in particular. However, the theoretical and methodological approaches to the study of culture, civilization and the social organization of Indian Society have been conditioned by the ideological and epistemological background of the scholars. The proposed course is an attempt to introduce the themes and perspectives of Indian Society to the student who are interested in understanding the Indian Society. The course primarily focuses on the theoretical approaches, concepts, institutions and organization of Indian Society by analyzing the corresponding link between the text and context of the diverse social organizations such as family, marriage and kinship. It is also meant as a prelude to more substantial course on social change in modern India to be tackled in the following semester.

1. Introduction of Sociology of Indian Society  
2. Indological and Civilizational Approach  
3. Functional Approach  
4. Marxist Approach  
5. Subaltern Approach  
6. Approaches to the study of religion Family, Marriage and Kinship

*Key Readings:*

Hardiman D. 1987. The *Coming* of the *Devi*: Adivasi Assertion in Western India, Delhi:OUP.  
Oomen T.K. Mukherjee P. 1986: Indian Sociology: Reflections and Introspections, Bombay: Popular Prakasham,
Patricia Oberoi. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.
Syllabus for Course on: Indian Society II: Social Change in Modern India

M.A.: Compulsory Course
Course number: SL 505
Credits: 4

Course Objective:

The objective of the course is to introduce the changes that have taken place in the social structure, cultural values and institutions in India due to the British impact and the planned development during the post-independence period.

Section-I

Historical context and emergence of Modern India

1-British rule and its impact
2-Freedom Movement and the emergence of the Indian Nation

A.R. Desai (1966) Social background of Indian Nationalism, Bombay, Popular Prakashan
Chapter-1-3
Anil Seal (1973) Imperialism and Nationalism in India, Modern Asian Studies7, 3.pp321-347
Peter Robb (Nov-1981) British Rule and Indian “Improvement”, the Economic History Review, New Series, Vol.34, No.4- PP. 507-523
MN.Srinivas (1990) Social change in Modern India, New Delhi: Orient Longman.
Satish Deshpande, Modernization’ as a Theme in Indian Sociology. In (ed) Veena Das The Oxford India Companion to Sociology and Social Anthropology, Delhi, OUP, 2003,

Section-II

Aftermath of Independence

1- Secularism

Thomas Pantham (Summer 1997) Indian Secularism and its critics- some reflections, Non-Western Political Thought, Vol59. No.3, 523-540

2- Policies for SC, ST, BC and Women:

Marc Galanter (1984) Competing Equalities, low and the backward classes of India. OUP, New Delhi, 5&6

3- Impact of Legislations and social institutions: Family and Marriage


Section-III
Emerging trends

1-Communalism:

Bipin Chandra (1984) Communalism in Modern India, New Delhi, Vikas Publishing House, Chapter-Chapter-1-4 and 6

2- Feminism:

Janice McLaughlin () Feminist Social and Political Theory: Contemporary Debates and Dialogues, Chapter- 1&2.

3- Issues on Tribes:

Mathur. H.M (ed. 1977) Anthropology in the Development Process, New Delhi, Vikas Publishing House, Chapter-24 (Nehru), Chapter- 25 (V.Elvin), Chapter-27 (CVF Haimendorf- the position of tribal population in Modern India)
Virginious Xaxa (2005) the Politics of Language, Religion and Identity: Tribes in India, EPW-26 March 2005

4- Dalit Ideology:

Syllabus for Course on: Social Stratification

M.A.: Compulsory Course
Course number: SL 506
Credits: 4

Course Objective:

The study of stratification of societies constitutes one of the most critical and important areas within sociology. As a basic course in this area, the objective is to familiarize the student with both theoretical formulations made and empirical studies undertaken by sociologists classical and contemporary. The coverage is both the scenario abroad and at home.

Course Outline:

The course is divided into the following units; each unit furnished with a list Essential Readings. The instructor may also make reference to other readings in the classroom. The students are also encouraged to read further motivated by a serious sense of inquiry.

Introduction


Daniel Rossides (1997), Social Stratification The Interplay of Class, Race, and Gender, New Jersey, Prentice- Hall. Chapters 1, 2, 3.


Melvin Tumin (1999), Social Stratification The Forms and Functions of Social Inequality, New Delhi, Prentice –Hall. Chapter 1


Perspective on Stratification


Kingsley Davis and Wilbert Moore, ‘Some Principles of Stratification’ in Bendix and Lipset (eds.)

Max Weber, ‘Class, Status, and Party’ in Bendix and Lipset (eds.)


Thornstein Veblen and Wilbert Moore, ‘Some Principles of Stratification in Bendix and Lipset (eds.)

Stratification in Advanced Societies


Stratification in India


Von Feuhrer Haimendrof (1985), Tribes in India, Struggles for Survival, Oxford University Press.

Yogendra Singh (1999), Social Stratification and Change in India, Delhi. Manohar. Chapters 1,2,3,5.

A few more readings on stratification in the Indian Rural setting would be discussed in the classroom.
Syllabus for Course on: **Population and Society**

M.A.: Compulsory Course  
Course number: SL 507  
Credits: 4

**Course Objective:**

This course seeks to understand the relationship between demographic phenomena on the one hand and socio-cultural and economic phenomena on the other.

**Course Outline:**

I. **The Field of Social Demography**  
Demography and Population Studies- Social Demography-Basic Demographic Concepts- Sources of Demographic Data.

II. **Theories of Population**  

III. **Age-Sex Composition**  
Age and Sex Composition- Factors Affecting Age-Sex Composition- Consequences of Age-Sex Composition

IV. **Fertility**  
Measures of Fertility- Determinants of Fertility- Differential Fertility

V. **Mortality**  
Measures of Mortality- History of Mortality Trends and Causes of Death- Differential Mortality

VI. **Migration**  
Measures of Migration- Internal Migration- International Migration- Determinants of Migration- Differential Migration

VII. **World Population**  
Growth of World Population- Geographical Distribution –Urbanization
VIII. Population Growth and Economic Development
IX. Population and Politics
X. Population Legislation and Policy

References

Aijazuddin Ahmad et.al. (eds.), Demographic Transition: The Third World Scenario (New Delhi: Rawat, 1997).
Syllabus for Course on: **Sociology of Development**

M.A.: Compulsory Course  
Course number: SL 508  
Credits: 4

*Course Objective:*

The course offers a broad overview of the way development is conceptualized and contested in social sciences literature. The emergence and influence of different perspectives on development are located in the respective historical-political conditions. A review of the debates on development allows for a better understanding of contemporary issues in the field.

*Course Outline:*

I. Historical location of the idea of development:  
End of colonialism; rise of nationalism in the Third World societies and the desire for “development”.


Required Reading:


II. Modernisation Theory: Inkeles, Moore, Rostow, Lerner, McLelland etc.


III. Critiques of Modernisation Theory

IV. Dependency Theory and its Critiques:


V. Limits to Growth thesis

(3) Illich, Ivan (1977) Toward a History of Needs, Bantam.

VI. Post Development


VII. The Case of “Participation” in Development


VIII. Globalization and Development

Syllabus for Course on: **Urban Sociology**

M.A.: Compulsory Course  
Course number: SL 509  
Credits: 4

**Course Objective:**

In the late seventies Manuel Castells asked the question ‘Is there an Urban sociology?’ This question led to the growth of New Urban Sociology that combined the ideas of Henri Lefebvre, David Harvey with Manuel Castells. This course introduces this debate and examines how this debate together with the world system approach can help to rethink the contours of contemporary urban sociology/urban studies in India and the south.

**Course Outline:**

- New Urban Sociology- Castells, Harvey and debates with early urban sociology

- Cities in the World System, World and Global Cities, (Sassen) Spaces of Flows (Castells), Cities in the South

- Urban as a Cultural Form, Spatial Segregation, Consumption and Gated Communities, Exclusions

- Urbanisation in India. Definitions, Issues and Problems, Colonialism and Cities

- Inequalities- Class, Caste, Ethnic and Gendered Segregation of Space, Elite and Popular Culture

- Urban Governance, Collective Action and Violence

**Readings:**


Dupont V, E. Tarlow and D. Vidal, 2000 *Delhi. Urban Space and Human Destinies*, Delhi, Manohar,


Harvey, David, 1989 *The Urban Experience*, Baltimore, John Hopkins Press
Nair Janaki, 2005 *The Promise of the Metropolis. Bangalore’s Twentieth Century*, Delhi, Oxford


Patel Sujata and Kushal Deb (ed) 2006 *Urban Studies*, Delhi, Oxford

Safa, Helen (ed.), 1982 *Towards a political economy of urbanisation in the Third World Countries*, Delhi, Oxford


M.A. Elective Course  
Course number: SL 520  
Open to: All M.A. Students  
Pre-requisite: Nil  
Course Design and Instruction: V. Janardhan

Course objective:

This is an inter-disciplinary course being taught at the department of sociology at the University of Hyderabad. It can be considered as belonging to the sub-discipline of Economic sociology. It attempts to provide an adequate introduction to the world of corporate business locating it in the historical context of society. The overall framework encompasses political economy, sociology and law. An inter-disciplinary approach is adopted which is in keeping with the reality of the subject-matter. Since developments in the corporate world are extremely transient, students are advised to also follow the business press apart from studying the prescribed readings.

Course Outline

The following constitute the outline of the course:

Types of business: single entrepreneur; partnership; joint stock company; government companies, etc; the concept of 'liability'; unlimited liability; limited liability; independent existence; explication of the main features of corporate company; historical origin and development of the joint stock company; arguments for and against joint stock companies.

Rational for the existence of the 'Firm'; the concept of the organization; mass production and distribution; the rise of modern business enterprise and its taking the place of market mechanism in coordinating the activities of the economy and allocating its resources; the role of management; advent of 'managerial capitalism'

Multi-nationalism of corporations, global strategies of business including manufacturing on a world scale, global restructuring of operations and processes (BPO, KPO, etc); from mass to lean production; towards the virtual corporation.

Corporate governance: issues, implications, theories and practices; corporate social responsibility; corporate democracy.

Readings


Further readings would be introduced in the classroom.
Syllabus for Course on: **Environment and Sustainable Development**

M.A.: Elective Course  
Course number: SL 521  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: Satyapriya Rout

**Course Objective:**

The course seeks to understand the inherent inadequacies of the dominant development paradigm on the one hand, and the emergence of sustainable development as well as community based sustainable natural resource management on the other. In the process, the course unveils the environmental history of India, and looks into the aspects of environmentalism and environmental movements from a theoretical and conceptual perspective. It highlights ‘community control’ of natural resources as an alternative to state control and privatization through an analysis of property rights and resource management regimes. The course aims to provide the students with a sound conceptual, theoretical and empirical background to the issues of environment, sustainable development and natural resource management; and prepare them for further research in these areas.

I. Dominant Development Paradigm and its critique

- A historical overview of the concept  
- Voices of dissent in mainstream development  
- National Development: A Critique  
- Paradigm shift and emergence of alternative approaches

II. Introducing Sustainable Development (SD)

- Historical Perspective on Emergence of S.D  
- Rationale for SD: Crisis of Development, Environment and Global Security  
- Meaning, Nature, Components of SD: Social, Economic, Environmental  
- Dimensions/Approaches of SD  
- Strong Vs. Weak Sustainability  
- Human Dev. Perspective on SD – (Millennium Dev. Goals and SD)  
- Indicators of SD
III. Environmental Movements: Theoretical and Empirical Perspectives

- Environmentalism: Meaning and global history
- Varieties of Environmentalism: North – South Distinction
- Towards an Indian Environmental Movement (Environmentalism of South)
- Approaches and Manifestations
- Major Theoretical Trends
- Agents and Methods of Protest
- Few Cases of Movements over Forests and Water

IV. Towards an Environmental History of India

- History of Resource Management in India
- Colonial and Post Colonial Treatment of India’s Natural Resources

V. Natural Resource Management and Role of Local Communities

- Distinguishing between Resource and Property (the property rights debate)
  ▶ Pure Public Goods ▶ Private property ▶ Common Pool Resources (CPR)
- Resource Management Regimes
  ▶ State Control ▶ Privatisation ▶ Common Property ▶ Open Access
- Problems to CPR Management - The Tragedy of the Commons
- Community Control as an Alternative to State Control and Privatisation
- Theoretical Perspectives and Empirical Observations

Reading List

Unit – I: Dominant Development Paradigm and its critique


Unit – II: Introducing Sustainable Development


Unit – III: Environmental Movements: Theoretical and Empirical Perspectives


Unit – IV: Towards an Environmental History of India


Unit – V: Natural Resource Management and Role of Local Communities


Syllabus for Course on: **Industrial Relations and Contemporary Capitalism**

M.A Elective Course  
Course number: SL 523  
Open to: All M.A. Students  
Pre Requisite: Nil  
Course Design and Instruction: V. Janardhan

**Course Objective:**  
This is being positioned as an *intermediate* course in the sociology and politics of industrial relations. It attempts to provide an understanding of the complexities that mark the relation between capital and labour in industrial societies, a relation that is governed by both consent and conflict. The course traces the causes for conflict and its resolution through the industrial relations system. Students would be exposed to texts on the subject as well as through case studies, presentations etc. The course would attempt to provide a knowledge as well as perspectives of the systems and practices of IR that are in vogue in contemporary capitalism.

**Course Outline**

The following constitutes the outline of the course:

The 'industrial relations', A socio-legal understanding.

Industrial Relations as Politics

The Industrial Relations Systems.

Management strategies in conventional industrial relations.

Trade Union strategies.

**Readings:**


**Further Readings**

Apart from the above mentioned readings, further references would be made when necessary in the classroom. These include books, papers and documents concerning the practical world of industrial relations.

The students would be assigned to undertake studies and two presentations on themes drawn from the course, besides a written test prior to the end-semester examination. The assignment-presentations can either be individual or joint, after discussing with instructor. The last fortnight of the course prior to the end-semester examination will be revised for the presentations. The written test would also be conducted in this period.
Syllabus for Course on: **Law, State and Society**

M.A.: Elective Course  
Course number: SL 526  
Credits: 4  
Open to: All MA students  
Pre-requisite: None  
Course Design and Instruction: Sasheej Hegde

**Course Objective:**

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

**Course Outline:**

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

**Readings:**


*****
Syllabus for Course on: Marxism and Capitalism

M.A. Elective Course  
Course number: SL 527  
Open to: All M.A. Students  
Pre-requisite: Nil  
Course Design and Instruction: V. Janardhan

Course Objective:

This course provides a theoretical review of the Marxist theorizing of capitalism historically. The central thread of the enquiry would be to understand and demonstrate how Marxist theories of capitalism evolved and have attempted to explain the capitalism in their time. The course is interdisciplinary. It is an aid to students of sociology seriously interested in the political-economic nature and dynamics of capitalism but who are daunted by the thick economic shell in which the discourses is couched. It is also true however that, the economic critique(s) constitute the spinal cord of the Marxist understanding of capitalism. The point therefore is to make the ‘economic’ more accessible to other students of social sciences.

Course Outline:

The modus operandi involves a consideration of select texts (or parts thereof) that have interpreted the process of capitalist development historically and drew emphatic conclusions about its history and future. The enquiry would focus on the dialectic of capitalist development addressing two issues that still evade clear answers as to their centrality in the historical development of capital viz. labour and class struggle, and inter-capitalist competition.

The course will attempt an analysis of the movement. This would include philosophical notions such as the Determinism and Voluntarism, Historical Inevitability onwards to empirical developments such as changing structures of business enterprises, changing management theories and business strategies, management as science, ideology and practice, changing composition and character of working classes and their movements, role of the state, corporatist explanations, etc. How dialectically is possible and for how long.

The excursion would consider the following broad themes:

Dialectic: The Method of Hegel and Marx

Accumulation and Breakdown: Marx, Luxemburg and Henryk Grossman.
Concentration of Capital: From Hilferding to Sweezy

Sustainability: Aglietta (Regulation Theory) Gordon (Social Structure of Accumulation) O’Connor (Ecological Marxism).

Readings.


Grossmann, Henryk. 1929. *Accumulation and Breakdown of Capitalism.*


In addition to the above, other readings would be mentioned in the class room.
Syllabus for Course on: Modernity and Modernisation

M.A.: Elective Course
Course number: SL 528
Credits: 4
Open to: All MA students
Pre-requisite: None
Course Design and Instruction: Sasheej Hegde

Course Objective:

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

Course Outline:

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

Readings:


*****
Syllabus for Course on: **People, Nation and State**

M.A.: Elective Course  
Course number: SL 530  
Credits: 4  
Open to: All M.A. students  
Pre-requisite: None  
Course Design and Instruction: Sasheej Hegde  

**Course Objective:**

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

**Course Outline:**

- A sociology beyond society: encountering the nation-state  
  The nation: real or imagined?  
  Engaging the right of self-determination  
  Between ‘civic’ and ‘ethnic’ nationalisms  
  Nationalism after sovereignty: colonial and postcolonial perspectives  
  On the ‘limits’ of modernization theory

**Readings:**


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

M.A.: Elective Course  
Course number: SL 532  
Credits: 4  
Open to: All MA students  
Pre-requisite: None  
Course Design and Instruction: Sasheej Hegde

**Course Objective:**

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

**Course Outline:**

- Religion as a category in anthropology and sociology  
- Secularisation in historical and sociological perspective  
- Approaching religions and religiosity in India  
- India as a secular state? Re-perspectivising Indian nationalism and communalism  
- Secularity and secularisation revisited: A question about the reform of religions and communities in India

**Readings:**


*****
Syllabus for Course on: **Rural Society and Agrarian Change**

M.A.: Elective Course  
Course number: SL 533  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: N. Purendra Prasad  
Pre-requisite: None.

**Course Objective:**

The central preoccupation of the course is with agrarian social structure (including agrarian relations) and social change. This course will be interdisciplinary combining the perspectives and methods of political economy, historical sociology and social anthropology. Such a synthetic process is necessary to a holistic understanding of rural society and change. Students will be exposed to seminal debates both on agrarian societies in general and rural Indian society in particular. These will be complemented by classroom discussions and seminars on specific themes of the course.

**Course Outline:**

**Study of Agrarian Social Structure and Change:**

The Genre of Village Studies including epistemological and methodological dimensions. Mode of Production Debate (MOPD) in Agriculture.  
State interventions in Agrarian relations – Land Reforms, Green Revolution and their Impact; Select Case Studies.

**Readings:**


Agrarian Movements

A typology of Movements : Agrarian Movements in India ; New Farmers Movements; Land and Caste; Tribal Movements; Gender and Land Rights.

Readings:
David Hardiman (1992). Peasant Resistance in India. OUP.

Contemporary Agrarian Conditions.

Changing Relations in Indian Agriculture : Crisis and Emerging Trends.
Globalisation and its impact on agriculture (IPRs, WTO/GATT, AOA).
Issues of Development, Decentralization, and Migration studies.
Food Security, Droughts, and other Calamities.

Readings:
Syllabus for Course on: **Science, Culture and Society**

M.A.: Elective Course  
Course number: SL 534  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: E. Haribabu

Course Objective:

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

Topics:

I. **Science as Culture: Issues and Perspectives**

A  **Social Context of Production of Scientific Knowledge**

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

Reading list:  


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

Reading List:


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

II. **Society and Culture: Resources and Legitimation of Knowledge**

Reading List:


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

III Science in Colonial / Post-Colonial India

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

Reading List:

Baber, Z.
Gyan Prakash, Another Reason: Science and the Imagination of Modern India
Ubeori, J. P. S. “Science and Swaraj”
Kumar, D. (ed.) Science and Empire,
Kumar, D. Science and the Raj

IV Science: From Public Resources to Intellectual Properties

Course Packet will be made available at the time of discussion
Syllabus for Course on: Sociology of Backward Classes

M.A.: Elective Course
Course number: SL 536
Credits: 4
Open to: All MA Students
Course Design and Instruction: K. Laxmi Narayan

Course Objective:

This paper seeks to understand the genesis and history, socio-economic and political life and problems, social movements, and development of the Scheduled Castes, Scheduled Tribes and other backward classes of India.

I. Introduction.
II. The Scheduled Castes

Genesis and History of Untouchability
Socioeconomic life of the Untouchability.
Crusade against Untouchability
Work done by Christian Missionaries.
Mahatma Gandhi and Dr. Ambedkar
Development of Scheduled Castes after Independence.

- Special Constitutional provisions
- Measures for Ensuring Civil Rights.
- Reservation in Educational Institutions, Services and Public Undertakings.
- Plan-wise Expenditure.
- Role of Non-Official Organisations.
- Socio-Economic Inequality

III. The Scheduled Tribes.

Towards a Definition of Tribes
History of Indian Tribes
Demographic Features.
Social, Economic and Political Organisation.
Integration of the Tribals with the Non-Tribals.
Tribal Problems
British Government and the Tribals.
Tribal Development after Independence.
Constitutional Safeguards.
Approaches, Planning and Programmes for Tribal Development.
Tribal Movements.

IV. The Other Backward Classes.
Defining the Backward Classes.
History of the Backward Classes.
Special constitutional provisions for the Backward Classes.

Kaka Kalelkar Commission
Mandal Commission
Advancement of Backward Classes.
The Backward classes movements.

REFERENCES

Ahuja, Ram. *Indian Social System* (Jaipur : Rawat, 1993( Ch.18).
Benjamin, Joseph *Scheduled Castes in Indian Politics* (N. Delhi : Ess Ess, 1989).
Bhat, Chandrasekhar *Ethnicity and Mobility* (N. Delhi : Concept, 1984).
Chaudhuri, Buddhadeb *Tribal Development in India : Problems and Prospects* (Delhi : Inter-India, 1982).
Fuchs, Stephen *At the Bottom of Indian Society* (Delhi : Munshiram Manohar Lal, 1981).
Ghurye G.S. *Caste and Race in India* (Bombay : Popular, 1990)(Ch.11).
Gore M.S. *Non-Brahmin Movement in Maharashtra* (N. Delhi : Segment, 1989).
Govt. of India *Report of the Backward classes Commission* (B.P. Mandal, Chairman), 1981. Part. I.
Govt. of India *Tribal development in Retrospect and Prospect* (N. Delhi : Ministry of Home Affairs, 1984).
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mukerjee, Prabhati</td>
<td><em>Beyond the Four Varnas : The Untouchables in India</em></td>
<td>(Simla : Indian Institute of Advanced Study, 1988).</td>
</tr>
<tr>
<td>Omvedt, Gail</td>
<td><em>Cultural Revolt in a Colonial society : The Non-Brahmin Movement in Western India, 1873 to 1930</em></td>
<td>Bombay Scientific Socialist Education Trust, 1976.</td>
</tr>
<tr>
<td>Sharma, Ramsharan</td>
<td><em>Shudras in Ancient India</em></td>
<td>Delhi : Motilal Banararidas, 1980.</td>
</tr>
<tr>
<td>Vidyarthi L.P.</td>
<td><em>The Tribal Culture of India</em></td>
<td>N. Delhi : Concept, 1985 (Sections I, II &amp; IV).</td>
</tr>
</tbody>
</table>
Syllabus for Course on: **Sociology of Culture**

**M.A. Elective Course**

**Course number:** SL 538  
**Open to:** All M.A. Students  
**Pre-requisite:** Nil  
**Course Design and Instruction:** V. Janardhan

**Course Objective:**

The plan of this course is to first culture within conventional sociological theory and understand how the latter has understood the culture; to assess the status of the culture as a sociological concept. Evidently, 'mainstream' sociology has, in various degrees, underplayed the importance of culture or, at best, considered culture as 'an implicit feature of social life, constituting the underline assumptions and expectations on which social interaction depends'. Whereas, much of culture in contemporary societies is explicit or recorded; in other words, as social constructions or products. The charge against conventional sociology is that it does not accord recorded culture the treatment it deserves. Further, conventional sociology has a conception of culture that is consistent, coherent, integrative, etc. not giving attention to those aspects of culture that are otherwise. Further, sociological theory is supposed to be struck in the framework of modernity while the contemporary has moved away significantly. These developments, both in worldview and in society, are compelling conventional sociology to reappraise culture. Therefore, **sociology of culture is a discipline in which culture is in the foreground of consideration.**

**Course Outline:**

Preliminaries: the theoretical status of culture in sociological theory; essentialism or foundationalism; culture, structure, agency; political economy and culture; classification and hierarchies of culture and their critiques; new developments in sociology regarding culture- an understanding

Culture in the Marxist sociological tradition; the perspective of Marx, Engles, Lukas; consideration of critical theory including the work of Adorno, Walter Benjamin.

Structuralism and culture; language, meaning and cultural relations; 'over determination' and cultural analysis: a consideration of Saussure, Barthes and Althusser.

The cultural studies project; theoretical traditions in cultural studies; cultural studies and politics.
Poststructuralism and culture; discourse analysis focusing on the work of Foucault, Barthes and Derrida.

Readings


Althusser, L. 1965. *For Marx*


Harris, David. 1996. *A Society of Signs?*. London: Routledge


Seidman, Steven. Ed. *Op, cit.*


Syllabus for Course on: **Sociology of Education**

M.A.: Elective Course  
Course number: SL 539  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: G. Nagaraju

**Course Objective:**

This course introduces the student to the field of education from a sociological perspective. The course broadly discusses the functional, liberal, radical, Marxist, cultural and feminist perspective within the framework of sociology of education. Themes such as education in relation to stratification, state policies and reform agendas in education in the context of Indian society would be discussed. Students are encouraged to undertake either a research project based on an empirical study or presentation of a research paper with in-depth review of literature in the respective domain.

- Introduction to Sociology of Education  
- Theoretical Approaches in Sociology of Education - Functionalism, Critical theory, Alternative education, Symbolic and Feminist  
- Education and Ethnicity  
- Education and Society in India: Social Change, Politics of Knowledge  
- Education in the era of Globalization, Liberalization and Privatization

**Key Readings**


References
M.A.: Elective Course  
Course number: SL 540  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: Aparna Rayaprol

Course Objective:

This course will critique androcentric social theory and introduce students to feminist theory and methodology. In the early part of the course, we will focus attention on theoretical debates. In the second half, we will explore gender inequalities in various institutional contexts, and gain an understanding of the women’s movement in India and the issues that have been central to it. Contemporary gender issues that get reflected in the media will be discussed in class on a regular basis. Students are encouraged to maintain a journal tracking media coverage of gender issues.

Course Requirements

- The first internal will be a test in early September. Theory and methodology segments will be included in the test.
- Seminars on topics related to the readings provided in the syllabus will constitute the second internal. These will start in late August. The seminars will be based on readings starting from Section III.
- The third internal will be either a test in October or an assignment on a topic of the student’s choice in consultation with the teacher.

I. Basic Concepts and Theoretical Background to Gender and Feminist Theory


Dorothy E. Smith, “Women’s Perspective as a Radical Critique of Sociology” from Sandra Harding Ed. *Feminism and Methodology*.


Chandra Talpade Mohanty, “Cartographies of Struggle: Third World Women and the Politics of Feminism” in *Third World Women and the Politics of Feminism* Chandra...

Saskia Sassen “Global Cities and Survival Circuits” in Global Woman: Nannies, Maids and Sex Workers in the New Economy, eds. Barbara Ehrenreich and Arlie Hochschild, New York, Metropolitan books.

II. Research Methodology from a Feminist Perspective


III. Understanding the Women’s Movement in India

1. Selected chapters from Radha Kumar, History of Doing, Kali, New Delhi 1991 and
2. “From Chipko to Sati” in Nivedita Menon edited Gender and Politics in India, New Delhi OUP.

Film: When Women Unite Shabnam Virmani

IV. The Family as a Social Institution and its impact on Gender Relations


V. Gender and Violence


Film Memories of Fear Madhushree Dutta
BOL Shabnam Virmani

V. Gender and Development


VI. The Sex-Ratio Debates


Film: Something like a War, Deepa Dhanraj

VII. Reservations


Film: Taking Office, Deepa Dhanraj

VII. Caste and Gender


VIII. Body, Sexuality, Masculinity and Representations of Gender


17.“A Kiss is Just A Kiss... OR is It? South Asian Lesbian and Bisexual Women and the Construction of Space” in Nirmal Puwar and Parvati Raghuram, South Asian Women in the Diaspora, eds, 2003 Berg, Oxford and New York

Films Odhni Anjali Monteiro and K.P. Jaysankar
Skin Deep Reena Mohan

Film Three Women and a Camera, Sabina Gadihoke

IX. Gender, Religion and Politics


Syllabus for Course on: Sociology of Health, Sickness and Healing

M.A.: Elective Course
Course number: SL 541
Credits: 4
Open to: All M.A. students
Pre-requisite: None
Course Design and Instruction: N. Purendra Prasad

Course Objective:
This course aims at providing various perspectives in understanding the relation between medicine, health, and society. This course also critically examines some of the basic premises of ‘scientific knowledge’. The course will be dealt in two sections. The first section gives an introduction to some of the main assumptions and theoretical perspectives in the sociological study of health while the second section deals with the substantive health research themes relevant to the Indian context.

Course Outline:

Section I

I. Basic concepts and approaches in sociology of health.
Key Readings:

II. Biomedicine: Philosophical Roots and Historical Understanding. How Biomedicine Constructs its objects?
Key Readings:

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

**IV. Body and Society – The concept of Embodiment; the invention and reinvention of Bodies; Bodies Perceived and Depicted; the Gendered Body.**

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

**Section II**

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

**Key Readings:**

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

**Key Readings:**

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

**Key Readings:**

**IV. Women’s Health /Reproductive Health / Mental Health / Disability.**

**Key Readings:**
Syllabus for Course on: Sociology of Organizations

M.A.: Elective Course
Course number: SL 542
Credits: 4
Open to: All MA students
Course Design and Instruction: C. Raghava Reddy

Course Objective:

Organizations are manifestations of individuals’ collective efforts. In contemporary societies organizations permeate all aspects of human life. This course is intended to enable students to understand the structure and dynamics of formal organizations from a sociological perspective. It introduces theoretical frameworks used to analyze modern organizations. Core organizational issues such as bureaucracy, technology, culture, innovations, learning and change are discussed in this course drawing up on readings from sociology and organizational studies.

Course Outline:

1. Introduction to sociology of organizations - study of formal organizations
2. Organizations as rational systems; organizations as human and social systems
3. Theoretical perspectives on organizations
4. Typologies of organizations
5. Organizational variables
6. Technology-organization structure interface
7. Organizational culture
8. Organizations and their environments
9. Organization Behaviour
10. Organization Development
11. The dark side of organizations
Readings:


Syllabus for Course on: Technology, Culture and Society

M.A.: Elective Course  
Course number: SL 543  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: E. Haribabu

Course Objective:

The objective of the course is to introduce the students to the perspectives on the relations between science and technology on the one hand and the science technology and society on the other. The course focuses on dialectics of social (historical) conditions that shape technology and technological conditions the shape social formations and cultures in a comparative analytical framework.

I. Perspectives on the relations between science and technology: hierarchical model, symbiotic model and coalescing model.

II. Technology as knowledge  
Social shaping of technology  
Theories of history of technology  
Evolution of biotechnology and Information and communication technology

III. Technological conditions that shape social formations and cultures: Sociological theories of social change and technology as a force of social change; Technology as a force of cultural change.  
Technology as a force in environmental changes  
Information and communication society: implications for work, social relations, governance and control.  
Biotechnology: implications for the meanings of life and life processes, application of biotechnology in agriculture, health care and environment.

IV. Technological innovations in India.

V. The WTO provisions on Intellectual Property Rights (IPRs) and implication for technology development.

VI. Responses of the civil society.

Reading List


Calude Alvares 1974 (?) *Homo faber*.


Deepak Kumar 1995 *Technology and the Raj*, New Delhi: OUP

Dharmapal, 1978 *Science and technology in the 18th century India*.


*Science Technology and Society*
*Economic and Political Weekly*
Course: **Project work**

M.A.: Elective Course  
Course number: SL 544  
Credits: 4  
Open to: MA (Sociology IV Semester Students)

**Course Guidelines**

Project work can be exercised in lieu of an optional course in the IV semester. The final project report should have at least Three chapters, and consist minimally of about 50-60 pages (A4 size paper, double-spaced, 12 point Times New Roman font). References and bibliography must conform to accepted styles. The topic of the project report should be arrived at in consultation with teachers of the department, and may either be fieldwork based or based exclusively on library consultation.

Students are encouraged to think seriously about exercising the project option. Particularly for those who may not intend to go in immediately for a research degree, the project work can be an additional certification as well as serving as an effective index of competence. The exercise of doing an independent project involves considerable individual initiative and thinking among students at Master’s level. Students may meet up with individual teachers of the department in fortifying their plans and finalising their options.
Syllabus for Course on: Social Theories, Modernities and Politics of Geography

M.A.: Elective Course
Course number: SL 545
Credits: 4
Open to: All MA Students
Course Design and Instruction: Sujata Patel

Course Objective:

This course introduces the debate of how space and politics of geography has organised the discourses of modernity(ies) and social theory(ies) since the nineteenth century. It starts with the discussion on the way European theorists have theorised the ’second moment’ of modernity in context of globalisation and asks whether reflexivity and reflexive modernisation has allowed them to reorganise their world views and assumptions regarding the ‘other’ formulated in the nineteenth century. Do contemporary European theories continue with colonial and imperial episteme? It then discusses how Asian, African and Latin American scholars have examined the epistemic origins of European modernities from the standpoint of the ‘other’ and asks what the methodological solution for creating universal non-dominant theories is.

The Discipline: Modernity and Imperialism (Wallerstein)
Contemporary European social theories: Reflexive Modernisation, cosmopolitanism and multiple modernities (Giddens, Beck, Eisenstadt)
Colonial modernity, coloniality of power and border thinking in Latin American thought (Quijano, Dussel, Mignolo)
Contemporary trends: southern theory (Connell) and diversities of sociological traditions (Patel)

Reading List
Syllabus for Course on: **Decentralised Governance and Development**

**M.A.: Elective Course**  
Course number: SL 546  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: Satyapriya Rout

*Course Objective:*  

The course aims to provide a detailed analysis of the concept of democratic decentralization, while linking it with the broader process of development. Decentralization, in the recent decades, has emerged as one of the dominant paradigms of governance in most of the third world countries, and seeks to address the inadequacies of centralized and bureaucratic forms of governance on the one hand, and to act as a means to achieve the wider goals of participatory, people centric and inclusive development. Viewed in this sense, decentralization is both a goal and means in itself. The course seeks to highlight the rationale for decentralization in the changed political scenario and unveils the potentials of the process of decentralization for promotion of good governance. In the process, the course focuses upon the history of decentralization in India, emphasizing the recent Constitutional Reforms to institutionalize decentralization in the soil of Indian democracy. The course tries to provide the students with a sound conceptual, theoretical and empirical background to the issues of decentralization and development, and, in turn, acquaint and equip them for further research in these areas.

The evaluation pattern will consist of three internal tests of 20 marks each, out of which two will be written examinations and the remaining will be a home-assignment cum presentation. The best two marks secured in these three tests will be considered – thus making for a maximum of 40 marks. The final exam will be evaluated for 60 marks.

**I. Democracy and Decentralisation**

- Direct vs. Procedural Democracy: Participation vs. Representation  
- Reforming Liberal Representative Democracy  
- Democratization: Inclusion and Deliberative Democracy  
- Emergence of Decentralisation

**II. Decentralisation: Meaning, Nature and Aspects**

- Defining Decentralisation  
- Dimensions of Decentralisation  
  - Territorial vs. Functional  
  - De-concentration, Delegation, Devolution and Privatisation
III. Rationale for Decentralisation: Deepening Democracy, Widening Development and practicing good governance

- Decentralisation as Reforming/Extending Liberal Representative Democracy (Third Tier of Government)
- Decentralisation as improving Service Delivery (Development and Poverty Reduction)
- Social, Economic, and Political arguments for Decentralisation
- Decentralisation and development: Issues of participation, empowerment, voice and representation
- Decentralisation and Good Governance
  - Good Governance: Theory and Practice (Participation, Transparency and Accountability)
  - Good Governance through Decentralisation

IV. Decentralisation in India

- Historical Overview
- 73rd Amendment and Institutionalization of Panchayati Raj
- Affirmative Action and Inclusive Democracy
- Empowerment, Voice and Participation of Disadvantaged groups through Decentralisation
- Local Governance and Local Development

V. Urban Local bodies and Decentralized governance

- 74th Amendment and Urban Service Delivery

Reading list

I. Democracy and Decentralisation

II. Decentralisation: Meaning, Nature and Aspects


III. Rationale for Decentralisation: Deepening Democracy, Widening Development and practicing good governance


### IV. Decentralisation in India


### V. Urban Local bodies and Decentralized governance

Syllabus for Course on: Sociology of Muslim Communities

M.A.: Elective Course  
Course number: SL 547  
Credits: 4  
Open to: All MA Students  
Course Design and Instruction: Vinod K. Jairath

Course Objective:

The course is proposed as an optional one for M.A. (second year) students. It is a first introduction to social science students to a variety of important issues in the study of Muslim communities, with special reference to India, though encouraging a comparative perspective. The course will follow a historical / contextual approach in understanding various institutions and movements, with an emphasis on diversity and embeddedness.

I. Introduction: The Islamic World

1) A brief History of the emergence and Spread of Islam

2) Stereotyping of Muslims and Islam in media and civil society

3) Approaches to the Study of Islam and Muslim Societies

II. Lived Islam

1) Caste among Muslims in India

2) Regional and Sectarian variations among Muslims in India: Religious practices, festivals, marriage.

3) Sufism, shrines, and inclusive influence

III. Ideology and Politics

1) Politics: Participation, ideologies, strategies, leadership and political mobilization

2) Reform movements and their influence

IV. Contemporary Issues

1) Education: Access to secular education and the role of Madrasas
2) Economic condition of Muslims in India

3) Justice, security and citizens’ rights: emerging concerns

**Selected Readings:**

**I.**
Francis Robinson – *Islamic World*; Cambridge

Ernst, Carl 2005. *Following Muhammad: Rethinking Islam in the Contemporary World*, New Delhi: YODA PRESS.


**II.**


**III.**


Special issue of *Modern Asian Studies*, 42 (2-3), 2008. on 'Islamic Reform Movements in South Asia'

**IV.**
Sachar Committee Report 2006. *Social, Economic and Educational Status of the Muslim Community of India*, New Delhi: Government of India


Syllabus for Course on: **Advanced Sociological Theory**

M. Phil.: Compulsory Course  
Course number: SL 600  
Credits: 4

**Course Objective:**  
The central objective of the course is tracing and contextualizing the history and development of sociological theory, and examining its prospects and relevance in the changing contexts in the contemporary period.

**Course outline:**

I. Recapitulation

This module comprises students' seminars aimed at a review of sociological theory classical and modern, as dealt with in the department of sociology, University of Hyderabad. This exercise would run concurrent with the other following modules which would be handled by the course instructor.

II. Preliminaries  
The modern age (re)visited; forces and factors that constituted modern age; origin of modern social theory.

III. Critical Theory  
Critical of What?; socio-historical context; key issues as formulated by Max Horkheimer; Adorno and Horkheimer's critique of modernity; Habermas and an public sphere; theory and social intervention: scope and possibilities; Adorno's Negative Dialectics.

IV. Contemporary Society: Some Characterizations  
Anthony Giddens and the Theory of Structuration; Post Industrial society of Daniel Bell; Habermas and an unfinished project of modernity; Lyotard and postmodern condition; Jameson on postmodernism.

V. A Postmodern Sociology?  
An end of sociological theory? Post structuralism and sociology; Zygmunt Bauman on the changing discursive formation of sociology and his sociological theory of Postmodernity.
Readings


Bell, D.  The coming of Post-Industrial Society.


Held, D.  Introduction to Critical Theory


Houlb, R. and Habermas, J.  Critic in the public Sphere.

Jameson, F. 1993. The Postmodernism or the Critical logic of Late Capitalism. London: Verso


In addition to the above, other readings would be mentioned in the class room.
Syllabus for Course on: **Research Methodology**

M. Phil.: Compulsory Course  
Course number: SL 601  
Credits: 4

*Course Objective:*

This course focuses on the diversity of methodological strategies adopted in sociological research, depending on the ‘problem definition’ and theoretical perspective adopted. It also draws on methodological innovations made in certain studies to resolve specific research issues. The importance of review of literature in the research area is emphasized for identifying ‘gaps’ in research to enable the researcher to identify ‘significant’ problems for research. The course also discusses the use of descriptive statistics for presentation and analysis of quantitative data.

For most part, the course is organised as a seminar course and requires each student to make two presentations involving discussion and evaluation of methodological strategies adopted in specific studies in diverse research areas.

*Suggested Readings:*


Syllabus for Course on: **Introduction to Study of Society**

Offered by: Department of Sociology  
Course number: SL 101  
Semester: I  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None

**Course Objective:**

The course is meant as a broad critical introduction to the discipline of sociology. It is also concerned to show how the study of sociology is relevant to the society in which we live. Indeed, to the extent that there is no agreed viewpoint among social scientists at large about the subject matter of their discipline, the course will seek to provide a clear discussion of some of the major differences and introduce the student to the central issues of sociological analysis.

**Course Outline:**

1. The nature of Sociology; Sociology as a critical discipline  
2. The individual and society  
3. Social Structure and Social Change  
4. Socialization and Social Consciousness  
5. The public and the private

**Readings:**

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: **Changing Indian Family**

Offered by: Department of Sociology  
Course number: SL 151  
Semester: II  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None

**Course Objective:**
This course will explore the nature of the Indian family in the contemporary context. The sociology of the family has been an important area of study in social anthropology and has been traditionally linked with the studies of marriage and kinship. The historical context of the Indian family will be examined along with changes that have come about in the family as a social institution. Gender relations within the family will be examined especially in the relationship between work and family. The different needs and relations of generations within families will be discussed.

**Course Outline:**

1. Definitions of Family across cultures  
2. Historical context of the Indian family: Understanding the joint and nuclear families  
3. Household versus Family  
4. Patterns of kinship  
5. Social functions of the family  
6. Socialization of the individual into society  
7. Work and family: The gendered division of labour within the home  
8. Forms of patriarchy and dominant ideologies institutionalized within the family: Dowry, Bride-Price, Sexual Abuse, Domestic Violence  
9. The Young, the old and the Sandwiched generations: Life cycles and dependence on the family

**Readings:**

The readings will include the following or selections from the following:

Chaterjee, Upamanyu. *The Last Burden.*

*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: **Equality and Inequality**

Offered by: Department of Sociology  
Course number: SL 201  
Semester: III  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None

**Course Objective:**

This course attempts to introduce the student to the ubiquitous fact of social inequality and its understanding by sociology. The need and the demand for equality, and the various ideas spawned in its wake, will be examined. The course also has as its focus the changing patterns of inequality in contemporary societies.

**Course Outline:**

1. The nature and sources of inequality; inequality and social stratification  
2. Dimensions of social inequality: Race, Caste, Class, Region, Gender and Tribe  
3. Equality as a right and as a policy  
4. Poverty and inequality  
5. Reservations debate in India

**Readings:**

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: **Caste in Modern India**

Offered by: Department of Sociology  
Course number: SL 251  
Semester: IV  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None

**Course Objective:**

The course seeks to introduce the student both to the reality of ‘caste’ and to the social science understanding of the same. The effort will be to arrive at a processual understanding of the phenomenon of caste in modern India. Such an understanding is indeed necessary if we are to comprehend the ways in which social inequality and cultural difference are organized in contemporary society.

**Course Outline:**

1. The word ‘caste’; understanding ‘Varna’ and ‘Jati’  
2. Features of the caste system; the ideology of purity and pollution  
3. Social and cultural mobility within the caste system  
4. The debate about Untouchables  
5. Caste and politics  
6. Caste in the city

**Readings:**

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Department of Sociology - Course Outlines

University of Hyderabad
IMA (Social Sciences) Programme

Syllabus for Course on: **Rural and Urban Societies**

Offered by: Department of Sociology  
Course number: SL 252  
Semester: IV  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None

**Course Objective:**

This course will provide a sociological perspective on the origin, development and characteristics of rural and urban societies. The course will deal with both the structural and processual aspects of change in the urban and agrarian societies. The lectures will be delivered in such a way that students would be adequately exposed to certain conceptual and empirical issues pertaining to Rural as well as urban India.

**Course Outlines:**

2. Growth and Development: Emergence of Social Differentiation, Occupational Specialization, Division of Labour, Urbanism as a way of Life, City and Village.
3. Processes of Change in Rural and Urban India – Urbanization, Migration, Land Reforms, Green Revolution, Change in the Family, Class, Caste, and Gender Relations.
4. Consequences of Change in Rural and Urban India – Rural and Urban Poverty, Marginalized Groups (Bonded labour, Landless, Tenants, Artisans etc), Uneven development of Regions and social groups.

**Readings:***

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: Roots of Social Protest

Offered by: Department of Sociology
Course number: SL 301
Semester: V
Credits: 4
Open to: All IMA students
Pre-requisite: None

Course Objective:

Protest is an inherent feature of human society. The progress of any society to a large extent tends to be determined by the degree of social protest. India is not an exception to this process. Indian society witnessed a wide range of protest movements differentiated by ideologies, methods and objectives in different historical conjunctures. This course proposes to introduce the concepts, theories, and case studies that seek to clarify protest as a social, cultural, political, economic and historical phenomenon which has the potential to unleash larger implications for policy changes, social reforms, and even economic and political revolutions.

Course Outline:

1. Social protest: Definitions and forms
2. Theories of social movements
3. Social movements in India
   (a) Socio-religious movements
   (b) Caste, tribal and peasant movements
   (c) Trade union movement
   (d) Women’s movement
4. Social protest and identity politics today

Readings:

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: Contemporary Development Issues

Offered by: Department of Sociology
Course number: SL 302
Semester: V
Credits: 4
Open to: All IMA students
Pre-requisite: None

Course Objective:

The objective of the course is to familiarize the students with the current issues and debates concerning development. The concept of development has had several connotations, starting from incessant pre-occupation with economic growth during the years following independence to the current engagement with the human and social development with active inclusion of local communities in the process. The course attempts to understand the current practices of development by an analysis of the approaches, agencies and issues involved in it.

Course Outline:

1. From Economic Growth to ‘Human Development’
2. Approaches to development: Social justice approach; Rights-based approach; Capabilities approach; Community-based approach.
3. Agencies of Development: State, NGOs and Community
4. Issues in Development:
   a. Gender and development
   b. Development, displacement, and rehabilitation
   c. Agriculture and sustainable development
   d. Micro credit and self-help groups
   e. Regional imbalances in development
5. Development with Dignity

Readings:* The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: Religion and Society

Offered by: Department of Sociology
Course number: SL 351
Semester: VI
Credits: 4
Open to: All IMA students
Pre-requisite: None

Course Objective:

Religion is significant in every society and religious beliefs are present in an endless variety of ways. Religion has been playing a crucial role not only in our everyday lives but in shaping the national and global political scenario. It brings about solidarity among the people but at the same time ‘disunite’ the community. Therefore, this course will make an attempt to understand the mechanism of religion and how it influences various aspects in general and in the particular context of Indian society.

Course Outline:

1. Defining religion and Engaging varieties of religion
2. Perspectives on religion: Religion as social cement and religion as social control
3. Religions of India: Plurality and Pluralism
4. Communalism and Nationalism in India
5. Secularism and Indian society
6. Debate over uniform civil code in India

Readings:

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: **Introduction to Social Research**

Offered by: Department of Sociology  
Course number: SL 352  
Semester: VI  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None

*Course Objective:*

Broadly, methodology is the study of how claims to specialized knowledge of societies are validated. Methodological issues are thus fundamental to all the areas of social science research. The aim of this course is to examine and illustrate some of the major technical and theoretical issues involved in gathering and interpreting data.

*Course Outline:*

1. The basic ingredients of research: Epistemology, ontology and method  
2. Social research strategies:  
   (a) Survey research  
   (b) Ethnography (participant observation and field research)  
   (c) Comparative, historical and cross-cultural research  
   (d) Applied, policy and evaluation research  
3. The research process: The relationship between theory, method and data  
4. Sampling and data collection: Structured and Unstructured  
5. Data analysis: Quantitative and Qualitative

*Readings:*

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*
Syllabus for Course on: **Work and Organizations**

Offered by: Department of Sociology  
Course number: SL 353  
Semester: VI  
Credits: 4  
Open to: All IMA students  
Pre-requisite: None  

**Course Objective:**

This is an introductory course on the sociology of work and organizations. The modern period has witnessed radical changes in the work and organization of people. The course focuses on the organization of work and labor in India, and deals with issues related to dynamics of work, control and coordination in organizational settings.

**Course Outline:**

1. Work: Definition and Forms; Work and alienation; Gendered division of labor  
2. Formal organizations: Organizations as rational systems  
3. Approaches to the study of organizations: Scientific Management and Human Relations  
4. Organizational processes: Leadership, Motivation, Communication, Power and control  
5. Trade Unionism and conflict resolution  
6. Work outside formal organizations

**Readings:**

The readings will include the following or selections from the following:


*Note, individual teachers may recommend, in addition, supplementary and other readings for the course.*