SunRise University
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# SUNRISE UNIVESITY
## ALWAR, RAJASTHAN
### B. A. (Hons) Syllabus of Sociology
### Course Structure
### 1st Semester

| PAPERS CODE | PAPERS NAME | INTERNAL | EXTERNAL | TOTAL |
|---|---|---|---|---|
| BAHSO101 | Introduction to Sociology I | 40 | 60 | 100 |
| BAHSO102 | Sociology of India I | 40 | 60 | 100 |
| BAHSO103 | Political Sociology | 40 | 60 | 100 |
| BAHSO104 | Environmental Studies | 40 | 60 | 100 |
| Total | | 160 | 240 | 400 |

### 2nd Semester

| PAPERS CODE | PAPERS NAME | INTERNAL | EXTERNAL | TOTAL |
|---|---|---|---|---|
| BAHSO201 | Sociology of India II | 40 | 60 | 100 |
| BAHSO202 | Introduction to Sociology II | 40 | 60 | 100 |
| BAHSO203 | Sociology of Religion | 40 | 60 | 100 |
| BAHSO204 | Communicative Hindi/MIL | 40 | 60 | 100 |
| Total | | 160 | 240 | 400 |

### 3rd Semester

| PAPERS CODE | PAPERS NAME | INTERNAL | EXTERNAL | TOTAL |
|---|---|---|---|---|
| BAHSO301 | Sociology of Gender | 40 | 60 | 100 |
| BAHSO302 | Economic Sociology | 40 | 60 | 100 |
| BAHSO303 | Sociology of Kinship | 40 | 60 | 100 |
| BAHSO304 | Social Stratification | 40 | 60 | 100 |
| Total | | 160 | 240 | 400 |

### 4th Semester

| PAPERS CODE | PAPERS NAME | INTERNAL | EXTERNAL | TOTAL |
|---|---|---|---|---|
| BAHSO401 | Sociological Thinkers I | 40 | 60 | 100 |
| BAHSO402 | Sociological Research Methods I | 40 | 60 | 100 |
| BAHSO403 | Urban Sociology | 40 | 60 | 100 |
| BAHSO404 | Agrarian Sociology | 40 | 60 | 100 |
| Total | | 160 | 240 | 400 |

## 5th Semester

| PAPERS CODE | PAPERS NAME | INTERNAL | EXTERNAL | TOTAL |
|---|---|---|---|---|
| BAHSO501 | Sociological Thinkers II | 40 | 60 | 100 |
| BAHSO502 | Sociological Research Methods II | 40 | 60 | 100 |
| BAHSO503 | Environmental Sociology | 40 | 60 | 100 |
| BAHSO504 | Sociology of Work | 40 | 60 | 100 |
| **Total** | | **160** | **240** | **400** |

## 6th Semester

| PAPERS CODE | PAPERS NAME | INTERNAL | EXTERNAL | TOTAL |
|---|---|---|---|---|
| BAHSO601 | Sociology of Health and Medicine | 40 | 60 | 100 |
| BAHSO602 | Indian Sociological Traditions | 40 | 60 | 100 |
| BAHSO603 | Reading, Writing and Reasoning for Sociology | 40 | 60 | 100 |
| BAHSO604 | Techniques of Ethnographic Film Making | 40 | 60 | 100 |
| **Total** | | **160** | **240** | **400** |

## B. A. (Hons) Syllabus of Sociology

**SEM-1**
### 1. BAHSO101 Introduction to Sociology I

**Course Objectives:**
1. The mandate of the course is to introduce the discipline to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to a sociological way of thinking. They learn how to apply sociological concepts to the everyday life.
2. Illustrations through popular stories for instance help students understand more cogently how even children's literature and fiction is a reflection of the times. The student by the end of the course realises that the individual choices are impacted by the social structure of which we are a part. A person's individual biography is a reflection of the times in which they live. They develop reflective thinking skills of both self and society. They develop a sense of how common sense is actually limited to those who share the same spatial- geographical, social and cultural location.
3. The students are able to demonstrate the ability to apply the theoretical concepts learned to all kinds of societies whether simple or complex. They understand various aspects of society

and how these are interlinked with each other. These include understanding the relationship of individuals with groups. By understanding these relationships, the student develops a sense of how closely the lives of individuals are intertwined and impact each other.

4. The course also introduces the students to the emergence of Sociology as a systematic and scientific field of study. The emergence of sociology as a science also helps them understand the changing conceptualisation of what it means to be scientific. They are also for the first time exposed to the interdisciplinary nature of the social sciences like social anthropology, history and psychology. They learn how these relate to each other while maintain their disciplinary boundaries.

5. The students also learn about the basics of doing field work. This is important since field work-based projects are often assigned in various papers across the semesters. By doing projects the students learn to apply sociological concepts to understand various aspects of society.

6. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read complex texts and to express thoughts and ideas effectively in writing. They also learn how to frame arguments cogently. The course also provides a foundation for the other more detailed and specialized courses in sociology.

**Course Learning Outcomes:**
1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.
3. The students also learn about the basics of doing field work and use it for doing field work-based projects. They also learn to write project reports.
4. The students learn how to read and interpret complex ideas and texts and to present them in a cogent manner.

**Course Outline:**
**Unit 1.**
Sociology: Discipline and Perspective 1.1 Thinking Sociologically. 1.2 Emergence of Sociology and Social Anthropology.
**Unit 2.**
Sociology and Other Social Sciences.
**Unit 3.**
Sociological Investigation.
**Unit 4.**
Basic Concepts 4.1 Individual and Group. 4.2 Associations and Institutions. 4.3 Culture and Society. 4.4

**Teaching Learning Process:**
1. Lectures supported by group tutorial work.
2. Field-based learning through group projects.
3. Seminars.
4. Writing Workshops.

**Invited Lectures Assessment Methods:**
1. Time-constrained Examinations.
2. Class tests.
3. Assignments.

4. Project reports.
5. Presentations

**References:**
Beattie, J., 1966, Other Cultures, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29.

Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'.

Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27.

Bottomore, T. B. 1971, Sociology: A Guide to Problems and Literature, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80.

Burke, Peter, 1980, Sociology and History, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30.

Firth, Raymond, 1956, Human Types, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97.

Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' & 'Rumpelstiltskin'.

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp. 185-209.

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. 5.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) Man, Culture and Society. New York: Oxford University Press, Pp. 345-368. approaches.

Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46.

## 2. BAHSO102 Sociology of India I

**Course Objectives:**
1. Introduction to images and ideas of India.
2. Understanding key concepts and institutions of Indian society.

**Course Learning Outcomes:**
1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
3. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple–and contextual–socio-cultural registers of Indian society. 4. Given the high

standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

**Course Outline:**
**Unit 1.**
Images and Ideas of India: 1.1 India: Pre-Colonial and Colonial Images 1.2 Idea of India I: M.K. Gandhi 1.3 Idea of India II: B.R. Ambedkar.
**Unit 2.**
Indian Society: Concepts and Institutions. 2.1. Caste: Concept and Critique 2.2. Agrarian Classes 2.3. Industry and Labour 2.4. Tribe: Profile and Location 2.5. Village: Structure and Change 2.6. Kinship: Principle and Pattern 2.7. Religion and Society.

**Teaching Learning Process:**
This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in 10 the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teachinglearning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

**Assessment Methods:**
Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

**References:**
Ambedkar, B.R., 1971 [1936], Annihilation of Caste. Jullender: Bheem Patrika.
Breman, J., 1999, "The Study of Industrial Labour in Post-Colonial India: The Formal Sector", Contributions to Indian Sociology, 33(1&2).
Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press.
Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press.
Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, Pp. 1-28.
Gandhi, M.K., 1938, Hind Swaraj. Ahmedabad: Navjivan Publishing House.
Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press.
Madan, V., 2002, "Introduction" in V. Madan (ed.), The Village in India. Delhi: Oxford University Press.
Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press.
Momin, A.R., 1977, "The Indo Islamic Tradition", Sociological Bulletin, 26. 9. Srinivas, M.N. and A.M. Shah., 1968, "Hinduism", in
D.L. Sills (ed.), The International Encyclopaedia of Social Sciences, Volume 6. New York: Macmillan.
Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.), Social Inequality: Selected Readings. Harmondsworth: Penguin Books.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press.

Xaxa, V., 2011, Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSSC-UNICEF.

### 3. BAHSO103 Political Sociology

**Course Objectives:**
1. Political Sociology is one of the core areas of sociology. It is a thriving subfield of sociology with important theoretical and practical consequences. The endeavour in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable.
2. The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts. The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.
3. The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena. The first two sections of the course deals with theoretical and analytical aspects of examining the interface between politics and society, while the third section seeks to provide an understanding of political processes in India.

**Course Learning Outcomes:**
1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective.
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

**Course Content:**
**Unit 1.**
Introducing Political Sociology.
**Unit 2.**
Conceptual Moorings: 2.1 Power, Authority and Resistance. 2.2 Classes and Elites. 2.3 State, Democracy and Citizenship.
**Unit 3.**
Politics and Society in India

**Teaching-Learning Process:**
Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the political. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would

animate the conceptual and analytical aspects of the course with real socio-political events from the students' immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

**Assessment Methods:**
Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test.

**References:**

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94.

Bottomore, Tom. 1964. Elites and Society, Harmondsworth: Penguin Books, Chs 1, 2 & 3 23.

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in

Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 – 230.

Foucault, Michel. 2002. 'The Subject and Power', in Power: Essential Works of Foucault, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348.

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27.

Lukes, Steven. 2005. Power: A Radical View, 2 nd edition, Hampshire: Palgrave, pp.14-49.

Macpherson, C. B. 1966. The Real World of Democracy, Oxford: Clarendon Press, pp. 1-45.

Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27.

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', The American Political Science Review, Vol. 85, No.1, pp. 77-96.

Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42.

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19.

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

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). Democracy, Revolution and History, Ithaca: Cornell University Press, pp.55-72.

Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266.

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596.

Young, Iris Marion (2014). Five faces of oppression, Philosophical Forum. 19. 270-290.

### 4. BAHSO104 Environmental Studies

**Objective of the Course:**
1. To educate the students about the importance of environment and its protection, and environmental issues concerning sustainable development.
2. To introduce the multidisciplinary nature of environment and its constituents' natural resources, ecosystems, biodiversity, and its conservation.
3. To discuss about the environmental pollution Acts, social issues connected to environment, human population, and the environment.

**Course Content:**
**Unit-1.**

Introduction to Environmental Science: (a) Definition, scope, importance, and multi-disciplinary nature of Environment; Concept sustainable development; Introduction to spheres; Institutions and people in environment. (b) Concept of an ecosystem; Structure and function of an ecosystem; Producers, consumers and decomposers; Energy flow in the ecosystem; Ecological succession; Food chains, food webs and ecological pyramids; Function of (i) Forest, (ii) Grassland, (iii) Desert (iv) Aquatic ecosystem:

**Unit-2.**

Natural Resources: Renewable and non-renewable resources; Natural resources and associated problems-(a) Forest resources (b) Water resources (c) Mineral resources (d) Food resources (e) Energy resources (f) Land resources.

**Unit-3.**

Biodiversity and Conservation: Concept of Biodiversity: genetic, species, and ecosystem diversity–Bio-geographical classification of India-Value of biodiversity-Biodiversity at global, national and local levels-India as a mega-diversity nation-Hot-sports of biodiversity-Threats to biodiversity: Endangered and endemic species of India - Conservation of biodiversity: In-situ and Ex-situ conservation.

**Unit-4.**

Environmental Pollution and Social Issues: (a) Cause of pollution, effects and control measures of the following: Air–Water–Soil–Marine-Noise-Thermal-Nuclear hazards-Solid waste of urban and industrial wastes; Pollution case studies. (b) Environment Laws: International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). (c) Disaster management (d) Urban problems related to Environment (e) Nature reserves - tribal populations and rights - human wildlife conflicts in Indian context.

**Unit-5.**

Human Population and the Environment: Population growth, variation among nations-Family Welfare Programme-Environment and human health; Human Rights-Value Education-HIV/AIDS-Women and Child Welfare-Role of Information Technology in Environment and human health-Case Studies.

**References:**

Erach Bharucha. (2018). Textbook of Environmental Studies for Undergraduate Courses, Universities press (India) Private Limited, Hyderabad, Telangana, India.

Agrawal, KM, Sikdar, PK and Deb, SC. (2002). A Text book of Environment, Macmillan Publication. Mahua Basu and Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, Delhi, India.

Rajagopalan, R. (2016). Environmental Studies- from crisis to cure, Oxford University Press, New Delhi, India.

Mitra, A. K, and Chakraborty, R. (2016). Introduction to Environmental Studies, Book Syndicate.

Enger, E. and Smith, B. (2010). Environmental Science: A Study of Inter-relationships, Publisher: McGraw-Hill Higher Education; 12th edition.

Y.K. Singh, (2006). Environmental Science, New Age International Pvt. Ltd, Delhi. Basu, R.N. 2000, Environment, University of Calcutta.

Misra, SP and Pande, SN. (2011). Essential Environmental Studies (3rd Edition), Ane Books Pvt. Ltd. Ghosh Roy, MK. (2011). Sustainable Development (Environment, Energy and Water Resources), Ane Books Pvt. Ltd.

Mitra, A.K, Bhttacharya, S. and Saha, D, Environmental Studies, St. Xavier's College, Kolkata.

   5.  **BAHSO201 Sociology of India II**

**Course Objectives:**
1. To understand the modes of knowledge-construction of Indian history, society, Culture and politics.
2. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

**Course Learning Outcomes:**
1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course–discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example–are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
4. The course, in terms of both high-quality syllabus-content and innovative teaching-learning techniques, matches global standards. Consequently, it adequately trains students to compete in global academia.

**Course Outline:**
**Unit 1.**
India as an Object of Knowledge: 1.1. The Nationalist Discourse 1.2. The Subaltern Critique 1.3. Indological and Ethnographic Perspectives.
**Unit 2.**
Resistance, Mobilization, Change: 2.1. Dalit Politics 2.2. Mobility and Change 2.3. Women's Movement 2.4. Peasant Movements 2.5. Ethnic Movements 2.6. Middle Class Phenomenon
**Unit 3.**
Crises of Civilization, State and Society   3.1. Communalism 3.2. Secularism 3.3. Citizenship and Identity.

**Teaching Learning Process:**
This course has been designed keeping the student at the centre of teaching-learning process. The readings are exciting to young students, for they are able to connect these and the subjects examined therein with reality. Students are encouraged to read and the teacher participates in the reading process and the discussion which follows. The teacher, therefore, engages in active rather than passive pedagogy. Collective/team reading helps in understanding conceptual questions plus details present in the essays. The value of ethical awareness and responsibility, which is one of the important elements of lifelong learning, is treated as pivotal to the teaching-learning process. The use of digital aids contributes further to classroom interaction and excitement for learning.

**Assessment Methods:**
Assessment in this course, both internal and external, will include mid-semester tests, written assignments/term papers, team/individual projects, class presentations and University of Delhi conducted end-semester examination.

**References:**
Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press.
Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", Contributions to Indian Sociology.
Deshpande, S., 2003, Contemporary India: A Sociological View. New Delhi: Penguin Books.
Dumont, L. and D. Pocock, 1957, "For a Sociology of India", Contributions to Indian Sociology.
Dumont, L., 1997, Religion, Politics and History in India. Paris: Mouton.
Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press.
Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black.
Kumar, R., 1986, "The Varieties of Secular Experience", in Essays in the Social History of Modern India. Calcutta: Oxford University Press.
Madan, T.N., 1997, Modern Myths, Locked Minds. Delhi: Oxford University Press.
Menon, N., (ed.)., 1999, Gender and Politics in India. Delhi: Oxford University Press.
Oommen, T.K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications.
Pouchepadass, J., 1980, "Peasant Classes in Twentieth Century Agrarian Movements in India", in E. Hobsbawm (ed.), Peasants in History. Delhi: Oxford University Press.
Shah, G., 2001, Dalit Identity and Politics. New Delhi: Sage Publications.
Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, 15(4).
Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, Collected Works. New Delhi: Oxford University Press. Pp. 388-413.

## 6. BAHSO202 Introduction to Sociology II

**Course Objectives:**
1. The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for thinkers in the other papers. The course teaches the students how to read the original works by the various thinkers.
2. The course is designed in a manner that for each topic there are multiple readings. The students learn how to read original works of various thinkers and to understand the central argument. They also learn how to present complex ideas of a particular thinker effectively in writing. They also learn how to frame arguments cogently.
3. The sequence in which the theoretical perspectives are introduced to the students reflects the way in which sociological thought has evolved and emerged. The focus is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. For example, the theories of Marx, Weber and Durkheim are all in some ways related to the Industrial Revolution and the emergence of capitalism. Their theories also reflect the impact of large-scale urbanization and industrialization on the lives of individuals. The impact is not just limited to individuals but is also reflected in the emergence of a new way of

life and new institutions. They also learn about industrialization as a social phenomenon and the emergence of modern society as an outcome of industrialization.

4. The students will be able to understand since theories are a reflection of changes taking place in society thus each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.

5. A student learns that social theories are inherently multicultural in nature. They cannot be limited by the boundaries of any one society or culture. They learn how to use theory for the other courses that they will be doing in the subsequent semesters. The course intends to equip students with tools to understand and appreciate the impact of globalization in an overall perspective instead of specific instances. The study of theory helps the students realize the impact of social, political, economic and technological processes on the world as a whole and their responsibility as global citizens.

**Course Learning Outcomes:**
1. The students are introduced to the relationship between theory and perspectives.
2. The students are introduced to sociological theories which they learn in greater detail during the later semesters.
3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.
4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

**Course Outline:**
**Unit 1.**
On the Plurality of Sociological Perspective.
**Unit 2.**
Functionalism
**Unit 3.**
Interpretive Sociology
**Unit 4.**
Conflict Perspective
**Unit 5.**
Structuralism
**Unit 6.**
Interactionism
**Unit 7.**
Feminist Perspective

**Teaching Learning Process:**
1. Lectures supported by group tutorial work.
2. Field-based learning through group projects.
3. Seminars.
4. Invited Lectures.

**Assessment Methods:**
1. Time-constrained Examinations
2. Class tests
3. Assignments
4. Project reports
5. Presentations

**References:**

Deliege, Robert, Translated by Nora Scott. 2004, Levi Strauss Today: An Introduction to Structural Anthropology. New York: Oxford Burke. Pp 1-40.

Durkheim, Emile. 1982, The Rules of Sociological Method, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, Sociology, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280.

Jackson, S. and S. Scott (eds.), 2002, Gender: A Sociological Reader, London: Routledge, Introduction, Pp. 1-26.

Magill, Frank N., 1996, International Encyclopaedia of Sociology, Volume 1, Routledge, Pp. 690-693.

Marx, Karl and Fredrick Engels. 2008. The Manifesto of the Communist Party. London: Pluto Press. Pp. 31- 66.

Radcliffe Brown, A. R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Weber, Max, 1978, Economy and Society: An outline of Interpretive Sociology, Vol. 1, University of California Press, Basic Concepts, Pages 4-26.

Willis, Evan, 1996, The Sociological Quest: An Introduction to the Study of Social Life. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

### 7. BAHSO203 Sociology of Religion

**Course Objective:**

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.

2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.

3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

**Course Learning Outcomes:**

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.

2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

**Course Content:**
**Unit 1.**
Theorising Religion and Society: 1.1 Religion and Sociology 1.2 Formulating a Theory of Religion.
**Unit 2.**
Rationality

**Unit 3.**
Elements of religion: 3.1 Ritual 3.2 Myth 3.3 Body 3.4 Time.
**Unit 4.**
Religion and the State.

**Teaching Learning Process:**
a. The course is primarily a lecture course with a healthy dose of discussion based on the readings listed. Students are expected to read the required material each week and come prepared for discussion in class.
b. The instructor will draw attention to details that are likely to be missed by the students and encourage them to expand the area of application of themes, concepts and issues covered by the course.
c. Interactive classroom sessions are designed to help students develop group skills including listening, brainstorming, communicating and negotiating with peers.
d. Teaching based on the syllabus will be supplemented with audio-visual resources, field visits and other contemporary media.

**Assessment Methods:**
Assessment will be in the form of written assignments, experience papers, projects and presentations.

**References:**
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Srinivas, M. N. 1952. Religion and Society among the Coorgs of South India. Clarendon: Oxford, pp100-122.
Tambiah, Stanley Jeyaraja. 1990. Magic, Science, Religion and the Scope of Rationality. Cambridge: Cambridge University Press, pp. 1-41.
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## 8. BAHSO204 Communicative Hindi/MIL

**Course Objective:**
To equip students effectively to acquire skills in reading, writing, comprehension and

communication, as also to use electronic media for Hindi/MIL Communication.

**Course Content:**
**Unit 1.**
Communication –Definition, stages, barriers, types: verbal and non-verbal, Listening- Meaning, Nature and importance, Principles of Good Listening.
**Unit 2.**
Class-presentation (Oral for five minutes) on any of the above-mentioned topics:
Descriptive writing, expansion of an idea.
**Unit 3.**
Writing skills–notice writing, advertisement writing, précis writing, essay writing, letter writing (applications), Business letter formats (letters of enquiry, replies and complaints), resume writing, covering letter.
**Unit 4.**
Vocabulary building: One word substitution, synonyms and antonyms, idioms and phrases.

**References:**
*Technical Communication, M. H. Rizvi, Tata McGrawhill Effective Business Communication, Asha Kaul Developing Communication Skills,* Krishnamohan.
*Functional Grammar and Spoken and Written Communication in English*, Bikram K. Das, Orient Black Swan.
*Precis, Paraphrase and Summary,* P.N. Gopalkrishnan, Authors Press.
*Communication Skills,* Sanjay Kumar and Pushplata, Oxford Publication

**Note: Suggested Reading:** Latest edition of text books may be used by the suggestion of University Department of Sociology, SunRise University.

**SEM-3**
   **9.  BAHSO301 Sociology of Gender**

**Course Objective:**
The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

**Course Learning Outcomes:**
1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

**Course Content:**
**Unit 1.**
Gendering Sociology
**Unit 2.**
Gender as a Social Construct 2.1. Gender, Sex, Sexuality 2.2. Production of Masculinity and Femininity.

**Unit 3.**
Gender: Differences and Inequalities 3.1. Class, Caste 3.2. Family, Work
**Unit 4.**
Gender, Power and Resistance 4.1. Power and Subordination 4.2. Resistance and Movements.

**Teaching Learning Process:**
This paper would enable to students to understand how gender relations inform our experience and realities.
This would enable them to identify problematic links which perpetuates gender inequality and justice. Students are introduced to the concept of gender as a social structure thereby not limiting gender injustice to individual events and agents but part of a systematic process.
The students will be engaging with different types of texts and documents which represent various subjectivities within several contexts like caste, class and race, thus promoting a gender just perspective which is objective and open to multicultural realities and concepts.

**Assessment Methods:**
Assessment for this paper would be in the form of tests, written assignments, projects reports and presentations and field-work oriented tasks.

**References:**
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Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." Economic and Political Weekly. 23(18). WS11-WS19.
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Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).
Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].
Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).
Liz Stanley. 2002. Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41).
Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, Culture and Society. Stanford: Stanford University Press (pp. 67- 87).
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Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa. Delhi: Sage Publications [pp.190-220].

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position." Economic and Political Weekly,Vol. 33, No. 44 (Oct.31- Nov. 6, 1998)(pp 39-48).

Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., Pleasure and Anger. London: Routledge (pp 143-179).

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Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." Signs 12(2):276-292.

Whitehead, A. 1981, "I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) Of Marriage and the Market: Women's Subordination Internationally and its Lessons. London: Routledge and Kegan Paul (pp. 93-116).

## 10. BAHSO302 Economic Sociology

**Course Objective:**

The linkages between the economy and its socio-cultural environment are so many and so complex that it has become almost an imperative need of the hour as to understand the ways in which the key elements of economy are situated and conditioned in a socio-cultural context. This course offers an introduction to the key concepts and theoretical foundations of Economic Sociology as a specialized branch of Sociology. Students learn socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions in local and global contexts by drawing insights from both theoretically and empirically grounded studies.

**Learning Outcomes:**

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

**Course Outline:**
**Unit 1.**
Perspectives in Economic Sociology 1.1 Formalism and Substantivism 1.2 New Economic Sociology.
**Unit 2.**
Forms of Exchange: 2.1 Reciprocity and Gift 2.2 Exchange and Money
**Unit 3.**
Systems of Production, Circulation and Consumption: 3.1 Hunting and Gathering 3.2 Domestic Mode of Production 3.3 Peasant 3.4 Capitalism 3.5 Socialism.

**Unit 4.**
Some Contemporary Issues in Economic Sociology 4.1 Development 4.2 Globalisation

**Teaching Learning:**
1. This student centric course enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Classroom based dialogical teaching and learning method coupled with seminar presentations, field-based excursions, team-based projects provide a training-based learning ambiance to the students. This participatory and active learning process is deeply inbuilt in the above course structure.
2. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, movies, online available lectures and interviews by eminent thinkers/researchers on the subjects to keep away students from monotonous and habitual ways of learning. Assessment: Periodic tutorials, seminar presentations, close or open book tests as continuous modes of students' assessment over the themes covered through interactive sessions in class further adds to the strength of this course making it a student/learner-centric course.

**Assessment:**
Periodic tutorials, seminar presentations, close or open book tests as continuous modes of students' assessment over the themes covered through interactive sessions in class further adds to the strength of this course making it a student/learner-centric course.

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Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1, 2 and 3 Swedberg, R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.
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## 11. BAHSO303 Sociology of Kinship

**Course Objectives:**
1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

**Course Learning Outcomes:**
1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness.
2. Develop an analytical perspective on concepts relevant for understanding kinship.
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship.
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship.

**Course Outline:**
**Unit 1.**
Introduction: 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence 1.2 Approaches 1.2.1 Descent 1.2.2 Alliance 1.2.3 Cultural.
**Unit 2.**
Family, Household and Marriage.
**Unit 3.**
Re-casting Kinship 3.1 Relatedness 3.2 Kinship and Gender 42 3.3 Re-imagining Families 3.4 New Reproductive Technologies 3.5. Surrogacy.

**Teaching Learning Process:**
1. Interactive session with students to enable them to broaden their understanding of family, marriage and kinship.
2. Reading classical theories and ethnographies and apply them to understand what's happening around.
3. Movie screening on issues related to reproductive technologies, surrogacy, divorce etc.
4. Project work in which students get a chance to use their understanding of theories and approaches to their surroundings.

**Assessment Methods:**
1. Internal assessment through regular assignments and class test.
2. Project assessment through field work, writing report and presentation.
3. Final end term assessment through external examination.

**References:**

* Vatuk Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims in Great, John N. & David J. Mearns (1989). Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage. (Pp. 107-137).

*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), The Developmental Cycle in Domestic Groups, Cambridge: Cambridge University Press, Pp. 15-52.

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### 12. BAHSO304 Social Stratification

**Course Objectives:**
1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

**Course Learning Outcomes:**
1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities s and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

**Course Outline:**
**Unit 1.**
Introducing Stratification.
**Unit 2.**
Theories of Stratification: 2.1. Marx, Weber and Class 2.2. Functionalism.
**Unit 3.**
Identities and Inequalities: 3.1. Caste, Race and Ethnicity 3.2. Feminism and Gendered Stratification.
**Unit 4.**
Social Mobility: Forms and Patterns.

**Teaching-learning process:**
1. As the course revolves around important aspects of stratification , which involves placement and identities of individuals within society thus the concepts and ,theories require active participation and involvement of students in interactive sessions.
2. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course , which would further raise debates and discussions.
3. The course would allow for screening of films and documentaries related to different aspects of inequalities and identities, followed by talks by eminent researchers in the field and interactive discussions.
4. The key issues relating to stratification raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources.
5. Students can be encouraged to take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work individually or in teams.
6. The course also offers immense scope for conducting field visits where concepts of stratification and inequalities can be observed.

**Assesment:**
Exams, Tests, Projects, Assignments

**References:**

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**SEM-4**

**13. BAHSO401 Sociological Thinkers I**

**Course Objectives:**

Sociological Thinkers to undergraduate students are to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**Course Learning Outcome:**
1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

**Course Outline:**
**Unit 1.**
Karl Marx: 1.1. Dialectics and Historical Materialism. 1.2. Capitalist Mode of Production.
**Unit 2.**
Max Weber: 2.1. Social Action and Ideal Types 2.2. Religion and Economy.
**Unit 3.**
Emile Durkheim 3.1. Social Fact 3.2. Nature of Solidarity.

**Teaching Learning Process:**
a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

**Assessment Methods:**
1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.
3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.
4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

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### 14. BAHSO402 Sociological Research Methods I

**Course Objective:**
The course is a general introduction to the methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

**Course Learning Outcome:**
1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Identify the difference between quantitative and qualitative methods.
5. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.
6. Students learn that research methods are universal and not bound by cultural location.

**Course Outline:**
**Unit 1.**
The Logic of Social Research: 1.1 What is Sociological Research? 1.2 Objectivity in the Social Sciences 1.3 Reflexivity
**Unit 2.**
Methodological Perspectives: 2.1 The Comparative Method 2.2 Feminist Method
**Unit 3.**
Modes of Enquiry: 3.1 Theory and Research 3.2 Analyzing Data: Quantitative and Qualitative 3.3 Ethical Issues in Data Collection and Analysis.

**Teaching-learning process:**
a. A research methods course will require a robust class room discussion on various aspects of the course leading to a clearer understanding of concepts and research methods and the production of knowledge.
b. Interactive classroom sessions contribute to the development of group skills including listening, brainstorming, communicating and negotiating with peers.

**Assessment Methods:**
Assessment for this course will be based on written assignments, projects, project designs and presentations.

**References:**
Beteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: OUP, Chapter 4 Pp. 72-94.

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Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24.

Radcliffe-Brown, A.R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108.

Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreword and Chapter 2 Pp. 49-112.

### 15. BAHSO403 Urban Sociology

**Course Objectives:**
1. Urbanisation is an important aspect of modern society. This course is will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

**Course Learning Outcomes:**
1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts-the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

**Course Content:**
**Unit 1.**
Introducing Urban Sociology: Urban, Urbanism and the City

**Unit 2.**
Perspectives in Urban Sociology 2.1. Ecological 2.2. Political Economy 2.3. Network 2.4. City as Culture.
**Unit 3.**
Movements and Settlements 3.1. Migration 3.2. Community
**Unit 4.**
Politics of Urban Space 4.1. Caste, Class and Gender 4.2. Culture and Leisure.

**Teaching Learning Process:**
The sociology of the urban is simultaneously theoretical and yet deeply experiential. The teaching learning for this course necessarily has to be deliberative, drawing from the multicultural exposure to city living. There will be an emphasis on blended learning supported by debates and discussions. Classroom lectures shall be supplemented by power point presentations and film screenings on various contemporary urban issues. Invited lectures by policy makers, activists, practitioners and other stake holders would be integral to the curriculum. Students would be encouraged to set out into the field to grasp issues with greater clarity. City walks will be encouraged to enrich the experiential understanding of the urban. Learning would also involve a multi-disciplinary perspective, collaborating with other social sciences that engage with the urban as well as the disciplines of urban planning and architecture, in order to enhance problem solving and critical thinking ability.

**Assessment Methods:**
Assessment for this paper would be in the form of tests, written assignments, projects' reports and presentations.

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

Crawford, Margaret. "The World is a Shopping Mall", From Malcom Miles and Tim Hall (Eds.) City Cultures Reader, London: Routledge. Pp. 125-139.

Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" Sociological Forum, Vol. 24, No. 4 (Dec., 2009), pp. 908-917.

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

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

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Nair, Janaki "Battles for Bangalore: Reterritorialising the City", Pp 1-21 http://opencity. in/ documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.

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## 16. BAHSO404 Agrarian Sociology

**Course Objectives:**
1. To communicate Agriculture as the foundational material and cultural practice at the heart of the formation of social collectivises and make sense of South Asian societies agrarian formations.
2. To familiarize students with agrarian situation past and present with the help of necessary theories and categories.
3. To make sense of agrarian communities, their structure, transformation and trials and tribulations in modern world.
4. To introduce students to the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance.

**Course Learning Outcomes:**
1. An empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition.
2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
3. An understating of emerging as well as enduring issues of concern in Indian agrarian scene.
4. To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

**Course Content:**
**Unit 1.**
Agrarian Societies and Agrarian Studies.
**Unit 2.**
Perspectives in Agrarian Sociology 2.1 The Agrarian Question 2.2 The Moral Economy 2.3 Agrarian Commodity Systems 2.4 The Gandhian Vision.
**Unit 3.**
Themes in Agrarian Sociology of India: 3.1 Land, Labour and Classes 3.2 State, Market, Policy and Politics 3.3 Caste and Gender Unit 4: Knowledge and Crisis.

**Teaching Learning Process:**
The teaching learning for this course involves lectures, tutorial conversations around contemporary issues of concern for agrarian societies and extensive usage of imaginative

literature and films that makes the lived world of peasantry and agrarian communities come alive to the students.

**Assessment Methods:**
Recommended evaluation would be an assignment that tests the conceptual grasp of the students and a project that prompts students to engage in research about a historical or contemporarily agrarian issue.

**References:**

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Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) Worlds of Rural Labourer in Colonial India, Dehi: Oxford University Press. 1992. Pp. 47-74.

Popkin, Samuel L. 'The Rational Peasant', from, The Rational Peasant: The Political Economy of Rural Society in Vietnam, Berkley: University of California Press. 1979. Pp. 1-31.

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Van der Ploeg, Jan Douwe. 'Potatoes and Knowledge' From Mark Hobart (ed.) An Anthropological Critique of Development: The Growth of Ignorance. London: Routledge. 1993. Pp. 209-224.

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**SEM-5**
## 17. BAHSO501 Sociological Thinkers II

**Course Objectives:**
Sociological Thinkers to undergraduate students are to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**Learning Outcomes:**
Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
1. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
2. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

**Course Content:**
**Unit 1.**
Talcott Parsons Action Systems and Pattern Variables.
**Unit 2.**
G. H. Mead and Erving Goffman Interactional Self.
**Unit 3.**
Peter L. Berger and Thomas Luckmann Social Construction of Reality.
**Unit 4**.
Max Horkheimar, T.W. Adorno and Herbert Marcuse Critical Social Theory.
**Unit 5.**
Pierre Bourdieu A Theory of Practice**.**

**Teaching learning process:**
The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork or draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

**Assessment Methods:**
1. Class assignments/term papers, theme(s) of which are chosen following teacher-student discussion, is one of the ways of assessing the subject and writing skill of the students.
2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.

3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.

4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

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Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 7-92 Bourdieu, P. 1977.

Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 72-95.

## 18. BAHSO502 Sociological Research Methods II

**Course Objectives:**
1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

**Course Learning Outcomes:**
1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

**Course Outline:**
**Unit 1.**
Doing Social Research: 1.1 The Process of Social Research 1.2 Concepts and Hypothesis 1.3 Field (Issues and Context).
**Unit 2.**
Methods of Data Collection: 2.1 Survey Methods: Sampling, Questionnaire and Interview 2.2 Observation: Participant and non-participant 2.3 Quantitative and Qualitative Methods.
**Unit 3.**
Statistical Methods: 3.1 Overview of Statistics in Sociology 3.2 Graphical and Diagrammatic Presentation of Data (Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives). 3.2 Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode). 3.3 Measures of Dispersion (Standard Deviation, Variance and Covariance).
**Unit 4.**
Research Projects**.**

**Teaching-Learning Process:**
1. Classroom lectures interlink the sociological theories previously taught with the methods and techniques of data collection. Students are encouraged to construct questionnaires and conduct interviews, use technology like online surveys to develop practical research skills.
2. The use of statistics enables the students to understand both qualitative and quantitative aspects of social research.
3. Alternative pedagogical techniques like outdoor learning through field trips and research projects, audio-visual technology in classrooms provides them with both research related knowledge and experience.

**Assessment Methods:**
1. Tutorials are given regularly to students after the completion of a topic. The objective is to assess the understanding of the student regarding the covered topic.
2. Students are expected to submit individual/team project reports, along with making oral presentations of the same in class.
3. Periodic tests/mid-semester examination of the covered syllabus is also undertaken by the students during the academic session. End-semester examination is conducted by the SunRise University.

**References:**
The Process of Social Research Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp. 3-19.
Concepts and Hypothesis Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.
Field (Issues and Contexts) Gupta, Akhil and James Ferguson. 1997. Anthropological Locations. Berkeley: University of California Press. Pp.1-46.
Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction Pp. 1- 14.
2.1 Survey Methods of Data Collection Bailey, K. (1994). Survey Sampling in Methods of Social Research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch-5. Pp. 81-104.
Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in Methods of Social Research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

Bailey, K. (1994). Interview Studies in Methods of Social Research. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.

Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

2.2 Observation: Participant and non-Participant Bailey, K. (1994). Observation in Methods of Social Research. Simon and Schuster, 4th ed. The Free Press, New York NY10020.Ch 10. Pp. 241-273.

Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press. Appendix.

Overview of Statistics in Sociology Raftery A E. 'Statistics in Sociology, 1950-2000', Journal of the American Statistical Association, Vol. 95, No. 450, (June 2000), pp. 654-661. 3.2 Graphical and Diagrammatic presentation of data Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.

3.3 Measures of Central Tendency 3.3.1 Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 155- 168, 173-180, 187-197.

3.4 Measures of Dispersion Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 263-277.

**Note:** Research Projects: No Specific readings for this section. Research Projects at the discretion of the teacher. Note: Numerical to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified.

## 19. BAHSO503 Environmental Sociology

**Course Objectives:**

1. This course is designed to allow students to reflect on the 'environment' as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

2. The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.

3. The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.

**Course Learning Outcomes:**

1. An understanding of dynamic between natural and social worlds from a sociological perspective.

2. A grasp of fundamental principles and core theoretical debates of the discipline.

3. An ability to contribute from a sociological stand point to any research endeavours or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.

4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

**Course Content:**
**Unit 1.**
Envisioning Environmental Sociology 1.1. What is Environmental Sociology? 1.2. Realist-Constructionist debate. 1.3 Indian Environmentalism: Cultural Responses
**Unit 2.**
Theoretical Approaches in Environmental Sociology 2.1 Treadmill of Production 2.2 Ecological Modernization 2.3 Risk 2.4 Ecofeminism and Feminist environmentalism 2.5 Social Ecology
**Unit 3.**
Environmental Movements in India 3.1 Forest based movement–Chipko 3.2 Water based movement–Narmada 3.3 Land based movements – Anti-mining and Seed.

**Teaching Learning Process:**
Environment and environmental Sociology are deeply contentious, hence the teaching learning for this course necessarily has to be deliberative with an emphasis on debates and discussions. The lecture classes have to be accompanied by movies and documentaries on several contemporary environmental issues. Guest lectures by public servants, activists, NGO workers and various stake holders would be integral to the class. The students would be encouraged to set out into the field and grasp issues concretely. Learning would also involve an attempt at encouraging collaboration with science departments in the college to make it truly interdisciplinary.

**Assessment Methods:**
Assessment for this paper would be in the form of tests, written assignments, projects reports and Presentations.

**References:**
Compulsory Readings: Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India.
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Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. Science, 299(5608), 900-902.

Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. Journal of agrarian change, 8(2-3), 315-344.

Shiva, V. (1988). Women in nature. In Staying alive: Women, ecology and development. Zed Books. Ch 3. pp.38-54.

### 20. BAHSO504 Sociology of Work

**Course Objectives:**
1. The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society.
2. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism(s) have caused and absorbed multiple transformative shifts to the local and global social networks of the contemporary world. 3. In this context, the course addresses various contemporary problems, issues and concerns in a historical perspective, such as formal and informal work, unpaid work, gender, alienation, forced labour and hazardous work.

**Course Learning Outcomes:**
1. Understanding work in its social aspects such as gendered work and unpaid work, as different from its better-known economic dimension.
2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
3. Learning about the complexities, disparities and inequalities in the area of work.
4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

**Course Content:**
**Unit 1.**
Work in Historical Perspective.

**Unit 2.**
Interlinking Work and Industry
**Unit 3.**
Forms of Industrial Culture and Organization: 3.1 Industrialism 3.2 Post-industrial Society 3.3 Information Society
**Unit 4.**
Dimensions of Work 4.1 Alienation 4.2 Gender 4.3 Unpaid Work and Forced Labour.
**Unit 5.**
Work in the Informal Sector.
**Unit 6.**
Risk, Hazard and Disaster**.**

**Teaching-learning process:**
As the course revolves around 'work' which is a theme central and innate to humankind, it by definition requires active participation and involvement of students and interactive sessions. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course syllabus, which would further connect with many aspects of work in terms of real-life experiences, inviting discussion and debate. The course would allow for screening of films and documentaries related to different aspects of work, followed by interactive discussion. The key issues relating to work raised in the course, would encourage students to pursue these beyond the syllabus readings through library material and e-resources. Students can take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest fieldwork, individually or in teams. The course also offers immense scope for conducting field visits to various work situations, to study work place interaction, gender issues at work, impact of technological innovation on workers, work in informal sector, etc.

**Assessment Methods:**
This paper would use class tests, written assignments, presentations, project reports, seminars and group discussions as methods of assessment.

**References:**
Compulsory Readings: Bell, Daniel. 1976, The Coming of Post-Industrial Society, London: Heineman, Introduction, Pp.12-45.
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Edgell, Stephen. 2006, "Unpaid Work-Domestic and Voluntary work" in The Sociology of Work: Continuity and Change in Unpaid Work. New Delhi:Sage, Pp.153-181.
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**SEM-6**
## 21. BAHSO601 Sociology of Health and Medicine

**Course Objectives:**
The course introduces students to the sociology and anthropology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shape these constructions.

**Course Learning Outcomes:**
1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness.
2. To critique biomedicine and have an understanding of medicine as a plurality.
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces.
4. To gain insights on issues of public health in India and arrive at independent analysis.

**Course Content:**
**Unit 1.**
Origins and Development of Health and Medicine 1.1. Conceptualizing Disease, Sickness and Illness 1.2. Social and Cultural Dimensions of Illness and Medicine.
**Unit 2.**
Theoretical Orientations on Health & Illness 2.1. Political Economy of Health 2.2. Systems Approach 2.3. Health as a Power Discourse 2.4. Feminist Approach.
**Unit 3.** Negotiating Health and Illness 3.1. Health Behaviours 3.2. Health Systems and Health Policies.

**Teaching Learning Process:**
Experiences of health and illness are very intense at the personal level and yet requires a certain detachment from which one can interrogate health systems. Hence classroom discussions should start by way of storytelling/experiences of episodes of illness and encounters with health system(s) whereby we bring in discussions of social constructions of health and illness. Theoretical perspectives to be delivered through intensive lectures. Discussions on health seeking behaviours to be done through case study presentations by students. Additional inputs may be given in the form of sessions/lectures with invited speakers like health activists, exposure visits to PHCs to ensure a more grounded understanding of politics of health. Tutorials are a must to encourage students' engagement in the course through debates and discussion on emerging issues of health and illness.

**Assessment methods:**
Classroom Participation, Tutorial Discussion, One take home assignment for e.g., Reflection paper on encounters with health system/s, or Review of National Health Policy/National Mental Health Policy, One class assignment, One Term paper, End semester examination.

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## 22. BAHSO602 Indian Sociological Traditions

**Course Objectives:**
1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

**Course Learning Outcomes:**
1.Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
2. Acquaint the students to the continuities and contradictions in Indian society
3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
4. To help students understand the history of ideas related to the analysis of Indian society.

**Course Content:**
**Unit 1.**
G S Ghurye: 1.1 Caste and Race.
**Unit 2.**
D P Mukerji: 2.1 Tradition and Modernity 2.2 Middle Class.
**Unit 3.**
Verrier Elwin: 3.1. Tribes in India.
**Unit 4.**
M.N. Srinivas: 4.1. Social Change.
**Unit 5.**
Irawati Karve: 5.1. Gender and Kinship Unit 6 Leela Dube 6.1 Caste and Gender.

**Teaching Learning Process:**
1. Assignment, Tutorials, presentation and project works.
2. Field visit to slums, communities and NGOs.
3. Screening of movies followed with discussions.
4. Debates, discussion and dialogues by inviting experts and guest lectures.

**Assessment Methods:**
1. Internal assessment through regular assignments and class test.
2. Project assessment through field work, writing report and presentation.
3. Final end term assessment through external examination.

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## 23. BAHSO603 Reading, Writing and Reasoning for Sociology

**Course Objectives:**
"…an institution officially entrusted with the transmission of the instruments of appropriation of the dominant culture which neglects methodically to transmit the instruments indispensable to the success of its undertaking is bound to become the monopoly of those social classes capable of transmitting by their own means…the instruments necessary for the reception of messages…." - Pierre Bourdieu

1. To enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally.

2. To bring about a realization among the students that reading, writing, reasoning and critical thinking are interrelated skills.

3. To teach students to harness the creative tension in the process of reading, writing and reasoning.

4. The course seeks to teach elements of good academic writing and form habits that go with it.

5. An ability to avoid and spot plagiarism.

**Course Learning Outcomes:**
1. Reading: (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively (b) Read academic texts and identify the central argument(s) and grasp the content of the texts (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases (d) Identify general conclusions from specific details in texts.

2. Writing: (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing. (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using: (i) Multi-draft approach: pre-writing, outlining, drafting, revising, and editing. (ii) Formal academic style (iii) Information from several sources and synthesizing into their own writing (iv) Internationally accepted methods of citation and referencing (c) Be able to treat reading and writing as complementary and synergistic (d) Be able to conceptualize and plan a research paper.

3. Reasoning: (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world (c) Be able to develop scientific reasoning by reading texts for consistency and logic (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

**Course Content:**
**Unit 1.**
Introduction: The virtues of repetition.
**Unit 2.**
Techniques for reading academic texts: 2.1 Grasping the whole: How to get an overview. 2.2 Divide and conquer: Taking texts apart 2.3 Getting outside help: Recruiting extra resources.
**Unit 3.**
How to begin writing academic prose. 3.1 Building a structure: What do you want to say? 3.2 Working with blocks: Sections, paragraphs, sentences. 3.3 Borrowing material: Paraphrasing, quoting, citing.
**Unit 4.**
Final sessions: peer reviewing.

**Teaching Learning Process:**
Reading, Writing and reasoning for sociology classroom by definition has to be interactive, participatory and practice intensive that places huge emphasis on peer learning. The students need to appreciate the virtues of grasping as well as creating structure while at the same time learning to innovate and improvise. Hence the teaching learning tries to generate similar tension. Teaching involves sessions of active reading that breaks the habitual reading that seeks word to word absorption. Exercises of translating, applying, analysing, synthesizing and evaluating concepts encountered in academic texts and practice of comprehension, summary writing, and studying texts for their central argument would be integral to the class room. Teaching also involves teaching rhetoric, ethics and aesthetics of writing through the use of both specialized texts on writing as well as social science texts. Reading and writing are

ultimately taught as modes of reasoning. Virtues of patience and attention to detail are taught through making students produce multiple drafts with variations of intent, content and emphasis on the same theme, and also training them to revise and teaching them to produce better drafts.

**Assessment Methods:**
Class participation, Class exercises, take home assignments, Class assignments, tasks of essay writing texts of various lengths and intent including a long essay to come at the end of the semester.

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## 24. BAHSO604 Techniques of Ethnographic Film Making

**Course Objectives:**
This course is premised on accessing sociology and social anthropology through forms other than the textual; in particular, the aural, the visual–the sensory. It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices. One concern that may be perceived in the transaction of this course is regarding its accessibility within the visually challenged encounter. However, this course imparts and highlights the significance of a sensory research practices, rather than being a purely visual exercise.

**Course Learning Outcomes:**
1. The SEC on techniques of ethnographic filmmaking starts by laying groundwork for orienting students to the techniques and methods of using the method of visuals in sociology. As students engage with the course along with other important programmes as part of their B.A (H) in sociology, they also begin to understand the intersection of classroom-based knowledge and practical realm. At this point, the course aims to prepare them for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.
2. Film screenings, assignments and projects in this course are aimed at broadening the spectrum of engagement through sociology. Through ethnographic filmmaking, students move

beyond the textual reading and writing mode. Cantered on the means of visual, oral and aural, the programme helps them build on the use of diverse media (and tools) to represent cultures and narratives.

3. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.

4. Teamwork: An important aspect of the programme is working in teams/groups for the final filmmaking projects. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning. These are core competencies that the SEC orients them about.

5. The experience of producing visual anthropological content as part of the SEC helps students gear up for the specific electives and courses they take up in the later semesters, particular the research methods course. The brush with social research skills, techniques of sociological fieldwork and thematic issues of representation helps in enriching their engagement with the theoretical framework in final year of BA (H) Sociology.

**Course Content:**
**Unit 1.**
Introduction to Anthropological Filmmaking 1.1. History of Ethnographic Filmmaking 1.2. Anthropology and Filmmaking: The Text and the Image 1.3. Different Modes of Filmmaking
**Unit 2**.
Understanding the use of Camera in Anthropology.
**Unit 3**.
The Filmmaker and the Filmed: Relationship and understanding 'ethics'.
**Unit 4.**
Editing and Construction of Meaning: 4.1 Understanding multiple shots and camera movement 4.2. Tools for Film Editing.
**Unit 5.**
Filming Oral testimonies, Interviews and Interactions Final Film Projects.
**Unit 6.**
Final Film Projects**.**

**Viewing of assignments and discussions**:
**Unit 1.**
Editing and Construction of Meaning. Understanding multiple shots and camera movement Suggested topics for technical discussion: Multiple shots, understanding point-of-view; narrative building, filming a process, types of editing; Understanding space and material objects–vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot. Barbash, Ilisa, et al. "Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall." American Anthropologist, By this time, students should have approached their respondents, acquired permissions and rekeyed possible shoot locations. Suggested Screening of Film Scenes/Sequences: Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925; Strangers on a Train by Alfred Hitchcock, 101 min, 1951.
**Unit 2.**
Tools for Film Editing Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie Maker); Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper

Edits. Practical Work for Week 7-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film. Viewing of assignments and discussions.

**Unit 3.**

Filming Oral Testimonies, Interviews and Interactions. Suggested Screening of Film Scenes/Sequences: Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961. Suggested topics for technical discussion: Sound and audio equipment. Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional Viewing of assignments and discussions.

**Unit 4.**

4.1. Final Film Projects. Film length limited to 5-8 mins. 4.2. Viewing of projects and discussion.

**Note:** This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

**Teaching Learning Process:**

1. The primary thrust of this course is to enable students to develop social research skills through the use of camera and film technology. In this exercise, the role of the teacher is to familiarize the students not only with the techniques of ethnographic filmmaking but, to contextualize the practice within the larger theoretical framework in order to bring out the specific nature of anthropological films in comparison with other documentary genres.

2. This course demands a constant and rigorous one-on-one interaction with the students, as the teacher has to continually see and evaluate the visual material produced by the young filmmakers. The inputs provided by the teachers are not merely technical but are meant to guide the students regarding the very ethics of anthropological filmmaking. It is this combination of techniques and ethics that is central to the production of film based ethnographic research material.

3. A particular challenge in the transaction of this course is that students have already been exposed to a certain kind of visual thinking, generated by social media photography and video making. Because of this, the teacher has the crucial responsibility to guide the students to develop an academic bent while thinking visually, so that the latter learn not only to produce research relevant films but are also able to critically evaluate the circulation and exchange of images on various social media platforms.

4. This course allows the students to come out of their comfort zones, interact with people, engage with fieldwork, and in the process develop an understanding about their own abilities, limitations and interests. It allows them to address their own understanding of the world in a practical and experiential manner, thus challenging some of their predetermined ideas about the 'other'. Assessment Methods Since this is a Skill Enhancement Course, the assessment of this paper entails a two-fold evaluation process, pertaining to the gradual competence acquired by the students. Firstly, the students will be marked on the series of exercises that they have to complete as mentioned in the syllabus. Along with technical soundness, students are expected to show ethical integrity in their project work. Secondly, they will be marked on the final film that they make at the end of the course. Those teaching the paper may invite filmmakers or other faculty members transacting this course to grade these student films. Students may execute their exercises as group projects.

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