



Sidho-Kanho-Birsha University, Purulia

Syllabus

MA in Sociology

Semester I

Paper: MSOCCCT 101

Classical Thinkers I (Functionalist Tradition)

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This paper is designed to introduce the students to major themes and perspectives explored by the sociologists working within the functionalist tradition.

Learning Outcome: Students will learn the important theories of different sociologists like Durkheim, Radcliffe-Brown Malinowski.

Topics:

- a. Emile Durkheim
- b. A. R. Radcliffe-Brown
- c. Bronislaw Malinowski
- d. Talcott Parsons (With a Note on R.K. Merton's Contribution)

References:

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- Turner, Jonathan. 1987. *The Structure of Sociological Theory*. Rawat Publications.
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- Evans-Pritchard, E. E. 1981. *A History of Anthropological Thought*. Faber and Faber.
- Turner, Bryan S. 1999. *Classical Sociology*, Sage Publications.
- Coser, Lewis A. 2012. *Masters of Sociological Thought (Second Edition)*. Rawat Publications.
- Giddens, Anthony. 1996. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber (Low Price Edition)*. Cambridge University Press.
- Ritzer, George. 2011. *Sociological Theory (Fifth Edition)*. Tata McGraw-Hill.
- Smelser, N. J. and R. S Warner. 1976. *Sociological Theory: Historical and Formal*. General Learning Press.
- Thompson, K. 1982. *Emile Durkheim*. Routledge.
- Wallace, Ruth A. and Alison Wolf. 1999. *Contemporary Sociological Theory (5th Edition)*. Prentice-Hall.
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Paper: MSOCCCT 102

Society and Culture in India

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course will offer a comprehensive understanding about Indian society and the impact that modernization has had on it. Through this paper students will be made aware of some of the basic social institutions and their changing patterns.

Learning Outcome: After completing this course, students will be able to understand the plurality of Indian society, identify with the contemporary social realities and changing patterns of family marriage, religion, village, caste and so. Students shall also be able to understand the socio-economic and political implications of globalization in Indian society.

Topics:

- a. Family, Marriage and Kinship in India.
- b. Indian Caste System and Interpretations of Caste (Louis Dumont, Andre Beteille, Dipankar Gupta)
- c. Village Studies in India (S. C. Dube, M. N. Srinivas, McKim Marriott).
- d. Religion in Traditional India; Secularism, Secularisation, Fundamentalism in Modern India; Communalism and Violence in India (T. N. Madan).
- e. Tradition and Modernity in India; Modernisation of Indian Tradition (Yogendra Singh).
- f. Ethnicity; Pluralism; Nation, Nation-State and Nationalism in India (T. K. Oommen).
- g. Globalisation in Contemporary India.

References:

- Srinivas, M. N. (ed). 1995. *Caste—Its Twentieth Century Avatar*. Penguin.
- Srinivas, M. N. 1996. *Village, Caste, Gender and Method*. Oxford University Press.
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- Oommen, T. K. 1990. *State and Society in India*. Oxford University Press.
- Oommen, T. K. *Citizenship, 1997. Nationality and Ethnicity: Reconciling Competing Identities*. Polity Press.
- Oommen, T. K. 2002, *Pluralism, Equality and Identity: Comparative Studies*. Oxford University Press.
- Madan, Vandana. 2004. *The Village in India*, Oxford University Press.
- Oommen, T. K. 2004. *Nation, Civil Society and Social Movements*. Sage Publications.
- Beteille, A. 1992. *Society and Politics in India*. Oxford University Press.
- Beteille, A. 2000. *Anatomy of Society: Essays on Ideologies and Institutions*. Oxford University Press.
- Sharma, K. L. 1997. *Social Stratification in India*. Sage Publications.
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- Gupta, D. (ed.). 1991. *Social Stratification*. Oxford University Press.

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Wilkinson, S. *Religious Politics & Communal Violence*. Oxford University Press.

Dube, S. C. *Bharatiya Samaj*. NBT.

Madan, T. N. 1983. *Culture and Development*. Oxford University Press.

Beteille, A. 1965. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. University of California Press.

Dumont, L. 1988. *Homo Hierarchicus: The Caste System and its Implications*.

Oxford University Press.

Paper: MSOCCCT 103

Sociology of Body and Gender

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course will help the students to understand the importance of the corporeal body and centrality of gender in modern social theory how they are perceived to interlace with each other creating problematic conceptual contours at the everyday level. The issues of body and gender shall also be taken from the optic of social constructionism.

Learning Outcome: Students will be able to understand the meanings and implications of different body techniques, sexual orientations, gender identities in our everyday life. This course will also sensitize the students about the pertinent issues of gender and the complex discourses behind the robust appearance of patriarchy.

Topics:

- a. Body, Sex and Gender.
- b. Culture, Everyday Life and Gender.
- c. Social Theories of Gender.
- d. Body, Society and Culture.
- e. Hunger; Sexuality; Health and Medicine; Games and Sports.
- f. Social Theories of Body.

References:

Abbott, Pamela, C. Wallace and M. Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives*. Routledge.

Turner, Bryan S. 1996. *Body and Society*. Sage Publications.

Holmes, Mary. 2009. *Gender and Everyday Life (The New Sociology)*. Routledge.

Inglis, David. 2005. *Culture and Everyday Life (The New Sociology)*. Routledge.

Bristow, Joseph. 2007. *Sexuality (The New Critical Idiom Series. First Indian Reprint)*. Routledge.

Seidman, Steven. 2004. *Contested Knowledge: Social Theory Today*. Blackwell.

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Elliott, Anthony. 2009. *Contemporary Social Theory: An Introduction*. Routledge.

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Mellor, Philip A. and Chris Shilling. 1997. *Re-Forming the Body: Religion, Community and Modernity*. Sage Publications.

Eder, Claus. 1996. *The Social Construction of Nature*. Sage Publications

Corrigan, Peter. 1997. *The Sociology of Consumption: An Introduction*. Sage Publications.

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Foucault, Michel. 1994. *Essential Works of Foucault 1954 – 1984 (Vol. 1: Ethics and Vol. 3: Power)*. : London: Penguin Books.

Foucault, Michel. 1995. *Discipline and Punish: The Birth of the Prison*. Vintage Books.

Foucault, Michel. 1973. *The Birth of the Clinic: An Archaeology of Medical Perception*. Tavistock Publications.

Salih, Sara. 2002. *Judith Butler* (Routledge Critical Thinkers). Routledge.

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Dreze, Jean and Amartya Sen (eds.). 1990. *The Political Economy of Hunger*. Oxford University Press.

Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford University Press.

Singh, Bhasha. 2014. *Unseen: The Truth about India's Manual Scavengers* (Tr. From Hindi by Reenu Talwar). Penguin Books.

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Smart, Barry. 2002. *Michel Foucault*. (Key Sociologists Series). Routledge.

Cockerham, William C. (ed.). 2005. *The Blackwell Companion to Medical Sociology*. Blackwell Publishing.

Geetha, V. 2007. *Patriarchy*. Stree.

Kakar, Sudhir and Katharina Kakar. 2009. *The Indians: Portrait of a People*. Penguin Books.

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Smith, Virginia. 2007. *Clean: A History of Personal Hygiene and Purity*. Oxford University Press.

Thomas, Helen. 2013. *The Body and Everyday Life* (The New Sociology Series). Routledge.

Fausto-Sterling, Anne. 2000. *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books.

Elias, Norbert. 2000. *The Civilizing Process: Sociogenetic and Psychogenetic Investigations*. Blackwell Publishing.

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Kristeva, Julia. 1982. *The Powers of Horror: An Essay on Abjection*. Columbia University Press.

Bourdieu, Pierre. 1977. *An Outline of a Theory of Practice*. Cambridge University Press.

Chodorow, Nancy. 1978. *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender*. University of California Press.

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Beauvoir, Simone de. 1952. *The Second Sex*. Knopf

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- Johnson, Alan G. 2005. *The Gender Knot: Unravelling Our Patriarchal Legacy*. Pearson-Longman.
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- Thomas, Helen and Jamilah Ahmed (eds.). 2004. *Cultural Bodies: Ethnography and Theory*. Blackwell Publishing.

Paper: MSOCCCT 104

Research Methodology

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: The primary objective of this course is to introduce the basic methods and methodology used in conducting social research. The objective of this course is to enhance the skill of students and enable them to conduct independent research or projects .

Learning Outcome: After completing this course students will be able to take up and implement a research project/ study. It is a skill enhancement paper. Students will be able to demonstrate the ability to choose methods and designs appropriate to research objectives.

Topics:

- a. Paradigms of Research: Positivist, Hermeneutic, Critical Traditions
- b. Qualitative Research: Main Preoccupations; Limitations
- c. Some Qualitative Tools: Ethnography; Observation; Focus Group Discussion, Case Study; Discourse Analysis.
- d. Triangulation.
- e. Quantitative Research: Main Preoccupations, Limitations.
- f. Sampling: Logic of Sampling, Basic Concepts of Sampling; Probability and Non-Probability Sampling.
- g. Use of Statistical Tools and Computer Applications: Central Tendency, Dispersion, Correlation.
- h. Ethical and Political Issues of Social Research.

References:

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- Barnov, D. 2004. *Concepts of Social Research Methods*. Paradigm Publishers.
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- Barnes, J.A. 1980. *The Ethics of Enquiry in Social Science*. OUP.
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- Bose, P. K. (1986) *Computer Programming for Social Science*. Vistaar Publications.

Paper: MSOCCCT 105

Social Movements

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course will try to focus on different social movements and their theoretical and historical perspectives. Contemporary movements affecting the people of this region have also been covered to make the course more relevant to the students.

Learning Outcome: Students will be familiar to the history, origin and development of various social; movements. This will further enable them to understand and analyse different ongoing movements in socio-political realities.

Topics:

- a. Social Movement: Conceptualising Social Movement; Social Movement and Revolution; New Social Movements.
- b. Social Movement: Theoretical Perspectives.
- c. Tribal Movements, Dalit Movements and Backward Class Movements in India.
- d. Peasant/Agrarian Movements in India; Trade Union Movements in India.
- e. Women's Movements; Students' Movements; Human Rights Movements; LGBT Movements; Environmental Movements; 'World Social Forums' and 'Global Street'.

References:

- Shah, G. 2001. *Dalit Identity and Politics*. Sage Publications.
- Roy, Raka. and Katzenstein, M. F. (eds.). 2005. *Social Movements in India: Poverty, Power and Politics*. OUP.
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- Pawar, S.N. et al (eds). 2005. *Environmental Movements in India*. Rawat Publications.
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- Shah, Ghanshyam (ed.) . 2002. *Social Movements and the State*. Sage Publications.
- Gupta, Dipankar. 1996. *Political Sociology in India: Contemporary Trends*. Orient Longman.

Paper: MSOCCCS 106

Practicum: Folk Society and Culture

[Full Marks – 50]

Objective: This paper is designed to make the students aware of the rich folk cultural heritage of the communities living in and around Purulia. The modus operandi of the course makes a participatory and two-way approach where the students initiate the study on folk items and practices.

Learning Outcome: Students will learn the meanings and significance of different cultural objects, which are otherwise ignored and often considered insignificant in the routine life. This is a skill enhancing course in the sense that it encourages the employability of students in research oriented projects involving local communities and cultures.

Topic: Collection of different folk artefacts and study of their meanings, significance and use.

Semester II

Paper: MSOCCCT 201

Classical Thinkers II (German Tradition)

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This paper is designed to make the students aware of the contributions of a number of major social philosophers and sociologists- all based in Germany in the development of sociology as well as later social theory. A related objective is to acquaint the students with the idea of *thought* as it penetrated into the social sciences from philosophical thinking.

Learning Outcome: This course shall aid the students in understanding the distinctive methodologies, conceptual-theoretical apparatuses in context of the nineteenth and twentieth century Europe. Students shall be able to imbibe abstract and critical thinking along with understanding how social theory remains valid through the ages and seldom becomes outdated.

Topics:

- a. Karl Marx
- b. Friedrich Nietzsche
- c. Max Weber
- d. Georg Simmel

References:

- Giddens, Anthony. 1996. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber (Low Price Edition)*. Cambridge University Press.
- Ritzer, Georg. 2011. *Sociological Theory (Fifth Edition)*. Tata McGraw-Hill.
- Coser, Lewis A. 2012. *Masters of Sociological Thought (Second Edition)*. Rawat Publications.
- Zeitlin, Irving M. 1968. *Ideology and the Development of Sociological Theory*. Prentice Hall.
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- Parkin, Frank. Max Weber. 2002. *(Revised Edition)* (Routledge Key Sociologists Series). Routledge.
- Freund, Julien. 1968. *The Sociology of Max Weber* (Tr. Mary Ilford). Allen Lane The Penguin Press.
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- Kalberg, Stephen (ed.). 2005. *Max Weber: Readings and Commentary on Modernity*. Blackwell Publishing.
- Patra, Soumyajit (ed.). 2010. *Rethinking Religion*. Rawat Publications.

Paper: MSOCCCT 202

Behaviourist and Interactionist Traditions

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: the objective of this paper is to enlighten the students about the behaviourist and interactionist perspectives within micro-sociological tradition.

Learning Outcome: This modern sociological enterprise helps the learners delve into the micro-sociological agency-oriented schools of behaviourist, interactionist and exchange paradigms.

Topics:

- a. G. C. Homans
- b. Peter Blau
- c. G. H. Mead
- d. Herbert Blumer
- e. Erving Goffman

References:

- Turner, Jonathan H. 2011. *The Structure of Sociological Theory (Fourth Edition)*. Rawat Publications.
- Blumer, H. 1969. *Symbolic Interactionism: Perspective and Method*. University of California Press.
- Goffman, E. 1959. *The Presentation of Self in Everyday Life*. Doubleday Anchor.
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Paper: MSOCCCT 203

Sociology and Social Anthropology in India

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course attempts to build sociological tool applicable for understanding the variegated and changing social realities of India through different schools in Indian Sociology and Social Anthropology.

Learning Outcome:

Students who successfully complete this course will develop analytical-scientific abilities to understand the different viewpoints by which Indian social realities can be studied. The students will also learn about the prime areas of emphases, critiques and debates that were laid by the major Indian sociologists when the discipline was beginning to grow in this country.

Topics:

- a. Growth of Sociology and Social Anthropology in India
- b. Indological/Textual Perspective: Benoy Kumar Sarkar; G.S. Ghurye; Louis Dumont
- c. 'Marxological' and Marxist Perspective: D.P. Mukerji and A.R. Desai
- d. Civilisational Perspective: N.K. Bose
- e. Structural-Functional Perspective: M.N. Srinivas
- f. Dalit Perspective: B.R. Ambedkar

References:

- Das, Veena (ed.). 2004. *Oxford Handbook of Indian Sociology*. Oxford University Press.
- Oommen, T. K. and Partha N. Mukherji (eds.). 1986. *Indian Sociology: Reflections and Introspections*. Popular Prakashan.
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- Uberoi, Patricia, Nandini Sundar and Satish Deshpande (eds.). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Permanent Black.
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- Sarkar, Benoy Kumar. 1936. *The Positive Background of Hindu Sociology, Book 1: Introduction to Hindu Positivism (Reprinted 1985. Motilal Banarasidass)*. Dumont, Louis.
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- Desai, A. R.1948. *Social Background of Indian Nationalism*. Oxford University Press.

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Desai, A. R. 1979. *Peasant Struggles in India*. Oxford University Press.
Ambedkar, B. R. 2014. *Annihilation of Caste (The Annotated Critical Edition)*.
Navayana Publishing Pvt. Ltd.

Paper: MSOCCCT 204

Sociology of Development and Environmental Sociology

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course will introduce relevant concepts, issues, theories and concerns associated with development, environment and sustainability. Also, this course will offer a link between the developmental process and related environmental issues with a critical perspective.

Learning Outcome:

After completing this course students will be – able to theorize development from modernization approach as well as from some critical perspectives like dependency and Gandhian way. Students shall be able to acknowledge the significance of environmental sustainability in the modern period; along with the complexities of discourses and debates related to this field. This course shall also guard the students with skills to compete in the job market.

Topics:

- a. Modernisation Theories and its Critiques.
- b. Dependency Theory: A.G. Frank; World-Systems Analysis: Immanuel Wallerstein.
- c. Alternative Development and Post-Development.
- d. Sustainable Development.
- e. Nature, Culture and Environment.
- f. Ecology.
- g. Contemporary Environmental Agendas.

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Paper: MSOCCCT 205
Rural and Urban Sociology

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: To familiarise the students with the basic conceptual and theoretical framework of rural and urban sociology with particular emphasis on certain important issues of rural and urban society.

Learning Outcome: The students will be able to contextualise the theoretical knowledge in sociology of rural and urban areas within their social environment.

Topics:

- a. Conceptualising 'Rural' and 'Urban': Critical Analysis; Approaches to the Study of Rural Sociology.
- b. Political and Economic Dynamics of Contemporary Rural Society in India; Panchayati Raj.
- c. Urban Sociology: Basic Concepts; Theoretical Perspectives.
- d. Industrialisation, Modern Urbanism and Urbanisation; Cosmopolitanism; Diaspora.
- e. Population Growth, Migration and Urban Planning; Third World Urbanisation: The Indian Scenario.
- f. Cities and Globalisation: Inequality in the Global City;

References:

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Paper: MSOCCCS 206

[Full Marks – 50]

Practicum: Colonialism, Postcoloniality and Postcolonial Theory; Recent Trends in Indian Social Theories

Objective: This course will urge the students to penetrate into the history of colonialism and post-colonial conditions by helping them to learn from the recent developments in historical, cultural and social theories, particularly of the Indian variant. This course will also make them look into the working of the post-colonial institutions and processes of the Third World societies using primarily a post-colonial theoretical optic.

Learning Outcome: Students will carry out a project work and write a report of the same. Such a practical work, carried out more or less independently, in a complex theoretical line will enable them to enhance the skills of organizing their readings into a single piece of academic work as well as meeting theory and concrete experiences through their employment of their own imaginative faculties.

Topic: Project work and report writing on the works and major contributions of the Postcolonial thinkers.

Semester III

Paper: MSOCCCT 301

Phenomenological and Ethnomethodological Traditions

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: The objective of the course is to equip the students with the knowledge of certain advanced lines of theoretical thinking in sociology. The course aims to reduce the gap between sociology and social theory to make it more interdisciplinary. Bringing it down from the macro sociological endeavors, this paper aims to help learners to know ‘people’s methods’ for ordering everyday interactions.

Learning Outcome:

Students will be acquainted with the overall intellectual climate of the twentieth and the first part of the twenty-first century. They will learn to think and analyze things in a deeper manner and sometimes make a choice of their own in the midst of the important debates and controversies.

Topics:

- a. Edmund Husserl
- b. Alfred Schutz
- c. Peter Berger and Thomas Luckmann
- d. Harold Garfinkel

References:

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Paper: MSOCCCT 302

Social Theory I

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This paper aims to teach the students the writings of some thinkers, mainly from post-structuralist tradition which provided the foundations of modern social theory.

Learning Outcome: The students will learn the writings of Freud, Levi-Strauss, Foucault and Derrida and try to apply their insights in order to understand contemporary realities.

Topics:

- a. Sigmund Freud
- b. Claude Levi-Strauss
- c. Michel Foucault
- d. Jacques Derrida

References:

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Paper: MSOCCCT 303

Social Theory II

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course aims at understanding the critical traditions of social theory and their insights in exposing the extra-economic dimensions of modern capitalism along with the some modern variance of traditional Marxist theories.

Learning Outcome: Students will learn the in detail the origin and development of critical theory from the writings of the scholars of Frankfurt School. They will also taught the theories of Gramsci and Althusser so that they can understand the variations of Marxist theory.

Topics:

- a. Georg Lukacs
- b. Max Horkheimer
- c. Theodor Adorno
- d. Jurgen Habermas
- e. Antonio Gramsci
- f. Louis Althusser

References

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Paper: MSOCCCT 304

Society and Culture in Bengal: Structure and Change

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: The objective of this course is to teach the students the multifaceted profile of Bengal as a distinctive socio-cultural entity within the Indian subcontinent and also about its changing dimensions.

Learning Outcome: The students will learn the history and sociology of the formation of Bengali cultural identities and traditions amidst mutating conditions like the advent and career of modernity. Another outcome is that the course will enable them to look *sociologically* into the everyday life of the contemporary Bengalis, particularly in the contexts of their families, communities, public sphere etc.

Topics:

- Making of *Bengal* and *Bengali*: Space, Speech, People and History.
- Modernity in Bengal.
- Family and Kinship.
- Gender Relations.
- Castes and Social Stratification.
- Religion: Beliefs and Practices— Elite and Subaltern; Religious Syncretism; Communities; Religious Ceremonies and Festivals.
- Rural and Urban Contexts in Bengal: Community, Economy, Popular Culture and Everyday Life; Urbanisation; Impact of Globalisation.

References:

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Paper: MSOCOET 305

Social Relations

Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: The objective of this paper is to make the students understand the nuances and beauties of social relationships along with their changing patterns.

Learning Outcome: Students will learn to analyse the importance of social relationships in different social and institutional contexts and their fundamentality in directing the courses of social interactions.

Topics:

- a. Conceptualising Social Relationship: Sociology of Social Relationships; Relationships in Family; Relationships in Educational Institutions and Workplaces Gender and Stratification
- b. Folk, Rural and Urban Contexts
- c. Forms of Interaction and Types of Relationship
- d. Changing Patterns of Social Relationships in the Contemporary Era
- e. Theoretical perspectives in understanding social relationships

References:

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Paper: MSOCOPS 306

[Full Marks – 50]

Objective: To reach out to the people living outside the campus and to share with them the fruits of experiences and knowledge incubated within the campus. Learning is a two way process hence this course leads students to understand the perceptions and perspectives of the community they are involved with for this purpose.

Learning Outcome: Students would learn to build up rapport for actual outreaching. They will also enrich themselves with the ideas and knowledge of the community fellows that they would come across during field work. As this is a field based course it shall also work to initiate field based research techniques needed as a skill for employability in various organisations.

Outreach Programme

Semester IV

Paper: MSOCCCT 401

Social Theory III

Objective: This course aims at making the students familiar with the theories of some contemporary social theorists, who have analysed the realities we are facing from different theoretical standpoints the distinctive social realities we are facing today under the late modern and globalized conditions.

Learning Outcome: The students would understand the dynamism and complexities of contemporary societies and the debate around notion of postmodernity. They would be able to understand the fragility and fluidity of the social life of the recent times where uncertainties and risks are not only undermining the social life, human life and planetary life, but challenging our thought processes too having deep consequences for our ideas of knowledge and even existence.

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Topics:

- a. Pierre Bourdieu
- b. Anthony Giddens
- c. Ulrich Beck
- d. Zygmunt Bauman
- e. Jean Baudrillard

References:

- Mestrovic, S. G. 1998. *Anthony Giddens: The Last Modernist*. Routledge.
- Lane, R. J. 2000. *Jean Baudrillard*. Routledge.
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Special Papers:
Sociology of Culture:
Paper:MSOC MET 402 A

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objectives: The objective of this course is to teach the students the trajectory, 'culture' as a concept and as an analytical category has traversed over time and space, in detail.

Learning Outcome: The students would learn the importance and primacy of 'culture' in understanding as well as will develop skills to conduct empirical studies and to prepare dissertations based on their field experiences.

Sociology of Culture - I

Topics:

- Conceptualizing Culture and Approaches to the Study of Culture
- Sociology of Culture and Cultural Sociology
- Evolution of the Concept of Culture
- Types of Culture; Cultural Lag
- Concept of Subculture and Multiculturalism
- Conformity and Deviance

References:

Moore, J. D. 2009. *Visions of Culture*. Altamira Press.
Brooker, P. 2003. *A Glossary of Cultural Theory*. Arnold.
Sutherland, R. L. and Woodward, J. L. 1937. *Introductory Sociology*. Lippincott Company.
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Parekh, B. 2000. *Rethinking Multiculturalism*. Macmillan.
Marvin, H. 1968. *The Rise of Anthropological Theory*. Thomas Y. Crowell.
Inglis, David. 2005. *Culture and Everyday Life (The New Sociology)*. Routledge.
Haviland, W. A. 1999. *Cultural Anthropology*. Harcourt Brace College Publishers.
Harris, M. 1999. *Theories of Culture in Postmodern Times*. Altamira.
Edgar, A. and Sedgwick (ed.). 1999. *Key Concepts in Cultural Theory*. Routledge. Kingsley,
Davis. 1981. *Human Society*. Surjeet Publications.
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Paper:MSOC MET 403 A

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Sociology of Culture - II

Topics:

- Study of Culture – Critical Theory: Frankfurt School; Cultural Studies: Birmingham School
- Consumer Culture; Popular Culture; Folk Culture
- Theories of Media
- Postmodernism

References:

Couldry, N. 2000. *Inside Culture*. Sage.
Turner, G. 1990. *British Cultural Studies*. Routledge.
Storey, J. (ed.). 1996. *What is Cultural Studies?* Arnold.
Harris, M. 1999. *Theories of Culture in Postmodern Times*. Altamira.
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Edgar, A. and Sedgwick (ed.). 1999. *Key Concepts in Cultural Theory*. Routledge.
Corrigan, Peter. 1997. *The Sociology of Consumption: An Introduction*. Sage Publications.
During, S. 1993. *The Cultural Studies Reader*. Routledge.
Adorno, T. 2001. *The Culture Industry*. Routledge.
Baudrillard, J. 1981. *Simulations*. Semiotext(e).
Jay, Martin. 1973. *The Dialectical Imagination*. Heinemann.

Strinati, D.1995. *An Introduction to Theories of Popular Culture*. Routledge.
Brooker, P. 2003. *A Glossary of Cultural Theory*. Arnold.
Adam, B. And Allan, S. (eds). 1995. *Theorizing Culture*. UCL Press.
Baker, Chris. 2000. *Cultural Studies: Theory and Practice*, Sage Publications.
Baudrillard, Jean. 1998. *The Consumer Society: Myths and Structures*. Sage Publications.

Or,

Paper:MSOC MET 402 B

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective

The objective of this course is to assist the students to penetrate into the workings of the micro world of the everyday life and relate them to their structural settings. Besides, the purpose is to help the students to imaginatively explore the meanings, complexities and contradictions within everyday relations. The course covers the extant theoretical contributions and critiques of everyday life and it also discusses different aspects of everyday life and visits its key sites in order to ascertain the continuity and changes that usually characterise the human social universe.

Learning Outcome

Students will arrive at their own nuanced readings of familiar and routine aspects of the mundane social life by looking deeply and vividly into their minute details. They are also expected to learn to observe the everyday world around them as if they are working in a laboratory of some sort. As regards their formal practical work, they will confront the empirical material primarily through participatory field experience, which would then be converted into their dissertation reports.

Sociology of Everyday Life - I

Topics:

- Conceptualising Everyday Life
- Implications and Place of *Sociology of Everyday Life* within Sociology
- Methodology and Methods in the Study of Everyday Life
- Theoretical Perspectives in Understanding and Critiquing Everyday Life
- *Parameters and Aspects* of Everyday Life
- Contextualising Everyday Life in *Anthropological and Historical* Perspectives

References:

Giddens, Anthony. 2009. *Sociology* (6th Edition). Polity Press.
Macionis, John. 1987. *Sociology (Fourth Edition)*. Prentice-Hall.
Truzzi, Marcello (ed.). 1968. *Sociology and Everyday Life*. Prentice-Hall.
Pink, Sarah. 2012. *Situating Everyday Life*. Sage Publications.
Crossley, Nick. 2001. *The Social Body: Habit, Identity and Desire*. Sage Publications.
Freud, Sigmund. 1914. *Psychopathology of Everyday Life*. Penguin Books.

- Highmore, Ben. 2002. *Everyday Life and Cultural Theory*. Routledge.
- Gardiner, Michael E. 2000. *Critiques of Everyday Life*. Routledge.
- Certeau, Michel de. 1984. *The Practice of Everyday Life*. University of California Press.
- Braudel, Fernand. 1985. *The Structures of Everyday life: The Limits of the Possible*. William Collins Sons & Co Ltd.
- Goffman, Erving. 1956. *Presentation of self in everyday Life*. University of Edinburgh.
- Lefebvre, Henri. 2002. *The Critique of Everyday life*. Verso.
- Heller, Agnes. 1984. *Everyday Life*. Routledge and Kegan Paul.
- Mills, C. Wright. 1959. *The Sociological Imagination*. Oxford University Press.
- Levi-Strauss, Claude. 1973. *Tristes Tropiques*. Penguin Books.
- Ludtke, Alf. 1995. *The History of Everyday life*. The Princeton University Press.
- Evans-Pritchard, E. E. 1940. *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Clarendon Press.
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- Thomas, Helen. 2013. *Body and Everyday Life (The New Sociology)*. Routledge.
- Goffman, Erving. 1963. *Behaviour in Public Places: Notes on the social Organization of the Gatherings*. The Free Press.
- Goffman, Erving. 1967. *Interaction Ritual: Essays on the Face-to-Face Behaviour*. Anchor Books, Doubleday & Company.
- Smith, Greg. 2006. *Erving Goffman (Key Sociologists)*. Routledge.

Paper: MSOC MET 403 B

Sociology of Everyday Life – II

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Topics:

- Everyday Life through the *Life Course*
- A Few *Key Sites* of Everyday Life
- Forms of Everyday Inequalities and Power Relations
- Popular Culture, Consumption and Everyday Life
- Globalisation, Individualisation and Everyday Life
- Religion and Everyday Life

References:

- Giddens, Anthony. 2009. *Sociology* (6th Edition). Polity Press.
- Macionis, John. 1987. *Sociology (Fourth Edition)*. Prentice-Hall.
- Corrigan, Peter. 1997. *The Sociology of Consumption: An Introduction*. Sage Publications.
- Bennett, Andy. 2005. *Culture and Everyday Life*. Sage Publications.
- Pink, Sarah. 2012. *Situating Everyday Life*. Sage Publications.
- Smith, Virginia. 2007. *Clean: A History of Personal Hygiene and Purity*. Oxford University Press.
- Hoy, Suellen. 1995. *Chasing Dirt: The American Pursuit of Cleanliness*. Oxford University Press.
- Smith, Virginia. 2007. *Clean: A History of Personal Hygiene and Purity*. Oxford University Press.
- Inglis, David. 2005. *Culture and Everyday Life (The New Sociology)*. Routledge.

- Holmes, Mary. 2009. *Gender and Everyday Life* (The New Sociology). Routledge.
- Karner, Christian. 2007. *Ethnicity and Everyday Life* (The New Sociology). Routledge.
- O'Brien, Jodi and Judith A. Howard (eds.). 1998. *Everyday Inequalities: Critical Inquiries*. Blackwell Publishers Ltd.
- Giddens, Anthony. 1996. *The Consequences of Modernity*. Polity Press.
- Bauman, Zygmunt. 1998. *Globalization: The Human Consequences*. Polity Press.
- Beck, Ulrich. 1999. *World Risk Society*. Polity Press.
- Ammerman, Nancy T (ed.). 2007. *Everyday Religions: Observing Modern Religious lives*. Oxford University Press.
- Alexander, Jeffrey C. (ed.) 1988. *Durkheimian sociology: Cultural Studies*. Cambridge University Press.
- Hunt, Stephen. 2005. *Religion and Everyday Life* (The New Sociology). Routledge.
- Berger, Peter L. and Brigitte Berger. 1975. *Sociology: A Biographical Approach*. Basic Books.
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- Goffman, Erving. 1963. *Behaviour in Public Places: Notes on the social Organization of the Gatherings*. The Free Press.
- Goffman, Erving. 1967. *Interaction Ritual: Essays on the Face-to-Face Behaviour*. Anchor Books, Doubleday & Company.
- Goffman, Erving. 1963. *Stigma*. Penguin.

Paper:MSOC MET 402 C

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This paper tries to look into the industrial relations perspective from a firm's point of view. It tries to address the issues of industrial relations from a micro perspective. The objective of the course is to outline the importance and relevance of ethics and governance in a highly competitive business environment. This course has the potential to generate employment in corporate sector.

Learning Outcome:

Students will learn to evaluate and analyse the importance and significance of corporate governance and social responsibility in the light of globalisation. They will get an understanding of the relevance and importance of business ethics along with skills needed to be employed in companies.

Industrial Sociology – I

Industrial sociology: An Introduction

- Nature, Scope and Importance
- Origin and Development
- Industry and Social System
- Basic concepts related to Industry [Concept of work, Work Ethics, Work Culture, Work Environment, Working Class, Work and Occupation, Automation, KPO, BPO, Market, Profit, Organized and Unorganized Sector, Consumer Behaviour]
- Technology, Globalization and Work
- Profession and Professionalism

Industrial Society in the Classical Sociological Traditions

- Division of Labour; Bureaucracy; Rationality; Alienation; Disenchantment; Leadership; Metropolis-Money-Conflict; The Web Of Group Affiliations; Leisure

Dynamics of Industrial Relations

- Approaches to the Study of Industrial Relations
- Nature and Types of Industrial Disputes
- Settling Disputes [Mediation, Arbitration, Conciliation, Negotiation]
- Collective Bargaining
- Human Resource Management
- Participatory Management

References:

- Volti, R. 2008. *An Introduction to the Sociology of Work & Occupation*. Pine Forge Press.
- Bhowmik, S. K. 2012. *Industry, Labour and Society*. Orient BlackSwan.
- Ivar, E Berg. 1979. *Industrial Sociology*. Prentice-Hall.
- Kerr, C. *et.al.* 1973. *Industrialism and Industrial Man*. Penguin Books.
- Schneider, E.V. 1957. *Industrial Sociology*. McGraw Hill.
- Rao T.V. 1996. *Human Resource Development: Experiences, Interventions, Strategies*. Sage Publications.
- Rao V.S.P. 2007. *Personnel and Human Resource Management- Text and Cases*. Himalaya Publishing House.
- Sarma, A.M. 2005. *Personnel and Human Resource Management*. Himalaya Publishing House.
- Robbins, S. 2001. *Organizational Behaviour*. Prentice Hall.
- Ramaswamy, E. A. 1978. *Industrial Relations in India*. Macmillan.

Paper:MSOC MET 403 C

Industrial Sociology – II

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Industry, Organization and Society

- Diversity in Work Place
- Work and its Rewards, and its Pressures
- Work Place, Culture & Socialization
- Work Roles and Life Roles
- Theories of Organizations.
- CSR [Corporate Social Responsibility], its Nature and Scope
- Industry and Environment [Problems & Sustainability]
- Entrepreneurship Development

Industrial Labour and Society

- Concepts, Features, Functions, Types
- History of Trade Union Movements in India
- Trade Unions & Challenges of Privatization and Globalization

- Labour problems
- ILO [Structure & Functions]
- Labor Laws
- Women and Industry
- Labor Movements

Work Today and Tomorrow

- Technology & Occupation
- Equitable & Sustainable Globalization and Technology Change
- Work & Demographic Change
- Fate of Professions
- Information society
- Post-Industrial society
- Workers and Job for the Future

References:

- Ivar, E Berg. 1979. *Industrial Sociology*. Prentice-Hall.
- Ramaswamy, E. A. and Ramaswamy, U. 1973. *Industry and Labour: An Introduction*. Oxford University Press.
- Desai, V. 2000. *Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House.
- Ashwatthapa, K. 2007. *Organizational Behaviour*. Himalaya Publishing House.
- Etzioni, A. 2000. *Modern Organizations*. Prentice Hall.
- Chandan, J.S. 1987. *Management: Theory and Practice*. Vikas Publishing House.
- Schneider, E.V. 1957. *Industrial Sociology*. McGraw Hill.
- Sheth, N R, 1979. *Industrial Sociology in India*. Rawat Publications.
- Hyman, R. 1984. *Strikes*. Fontana.

Paper:MSOC MET 402 D

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Objective: This course is an attempt to bring alive the social construction of gender in our society. Not just femininity but also masculinity, as a construct shall be analysed. Along with the very many theories pertaining to gender relations, case studies, ground level data(s) would also be made relevant for this purpose.

Learning outcome: The students would hereby learn the societal frameworks that work against/ for such constructions. They would come to know the ways in which gender is represented in religion, literature, polity etc. by the dissertations and fieldwork necessary for this course. Alongside the academic understanding this course shall be a skill enhance course in increasing employability in the fields of gender studies and researches

Sociology of Gender - I

Topics:

- Conceptualising Gender as a Social Construction; Femininity and Masculinity
- Women, Patriarchy and Division of labour

- Theories of Gender Relations
- Literary Representations and Women
- Reproduction and Body

References:

- Beauvoir, Simone de. 2009. *The Second Sex*. Vintage.
- Ghosh, Anindita (ed.). 2007. *Behind the Veil*. Permanent Black.
- Ritzer, George and Smart, Barry (ed.). *Handbook of Social Theory*. Sage.
- Abbott, Pamela, C. Wallace and M. Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives*. Routledge.
- Turner, Bryan S. 1996. *Body and Society*. Sage Publications.
- Elliott, Anthony. 2009. *Contemporary Social Theory: An Introduction*. Routledge.
- Ritzer, George. 2011. *Sociological Theory (Fifth Edition)*. Tata McGraw-Hill.
- Butler, Judith. 1999. *The Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
- Chodorow, Nancy. 1978. *The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender*. University of California Press.
- Walby, Susan. 1990. *Theorizing Patriarchy*. Routledge
- Johnson, Alan G. 2005. *The Gender Knot: Unravelling Our Patriarchal Legacy*. Pearson-Longman.
- Wellard, Ian. 2009. *Sport, Masculinities and the Body*. Routledge.
- Thomas, Helen and Jamilah Ahmed (eds.). 2004. *Cultural Bodies: Ethnography and Theory*. Blackwell Publishing.

Paper:MSOC MET 403 D

Sociology of Gender – II

[Full Marks – 50 (Internal Assessment: 10 marks; End Semester: 40 marks)]

Topics:

- Industrialisation, Migration and Women
- Globalisation and Women's Developmental Strategies
- Social Movement and Women
- Religion, Rituals and Women
- Ecofeminism

References:

- Kosambi, Meera (ed.). 2007. *Crossing Thresholds*,. Permanent Black.
- Bhattacharya, Rinki (ed.). 2008. *Janani*. Sage Publications.
- Chaudhari, Maitrayee (ed.). 2004. *Feminisms in India*. Kali for Women.
- Abbott, Pamela, C. Wallace and M. Tyler. 2005. *An Introduction to Sociology: Feminist Perspectives*. Routledge.
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Butler, Judith. 1999. *The Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
Walby, Susan. 1990. *Theorizing Patriarchy*. Routledge
Wellard, Ian. 2009. *Sport, Masculinities and the Body*. Routledge.
Shiva, Vandana. 2010. *Ecofeminism*. Rawat Publications.

Paper: MSOC ACT
404

(Add-on)

Sociology and Social Work

[Full Marks – 50]

Objective: The objective of the course is to sensitise the students about different social issues. The paper also tries to look into the various dimensions and relevance of social work in the light of basic sociological understanding.

Learning outcome: Students will learn basic terms and definitions which are needed for pursuing advanced course in Social Work. They will also understand the relation between Sociology and Social Work. The course will enhance employment opportunities for students.

Topics:

- a. Basic concepts – Society, Culture and Socialisation, Community, Association, Institution, Social Stratification and Mobility, Social Change, Gender, Ethnicity.
- b. Philosophy of social work – Social justice, Social work ethics.
- c. Historical development of social work in India – Contexts of social work practice, Role of Voluntary Organisations and Non-Governmental Organisations, Challenges of social work.
- d. Concepts related to social work – Social service, Social welfare, Social reform, Social policy, Social security, Social development, Social Case work, Social Group work.
- e. Social issues and movements in India.

References:

- Friedlander, Walter A. (1977). Concepts and methods of social work. New Delhi: Prentice Hall of India Pvt. Ltd.
- Konopka, Gisela. (1958). Social work philosophy. Minneapolis: The University of Minnesota Press.
- Compton Beulah R. (1980). Introduction to social welfare and social work. Illinois: The Dosery Press.
- Paul Chowdhry, Dharam. (1992). Introduction to social work. New Delhi: Atma Ram and Sons.
- Jacob, K.K. (1994). Social work education in India. New Delhi: Himanshu Publishers.

- Ritzer, George. (2004). Handbook of Social Problems: A Comparative International Perspective. Sage Publications,
- Roggeband, Conny, Klandermans, Bert (Eds.) (2017). Handbook of Social Movements across Disciplines. Springer.
- Harris, White, (edt) (2013). A Dictionary of Social Work and Social Care. OUP. Doel, Mark. (2012). Social Work: The Basics. Routledge.
- Dominelli, Lena. (1997). Sociology for Social Work. Macmillan Press.
- Ahuja, Ram (1999), Society in India, Rawat Publications.
- Alack, Pete. May, Margaret (eds) (2012). The Student`s Companion to Social Policy. Wiley-Blackwell.
- Kilby, Patrick. (2011). NGOs in India: The Challenges of Women`s Empowerment and Accountability. Routledge.
- Gisbert, Pascual. (2014). Fundamentals of Sociology. Orient Blackswan.
- Giddens, Anthony. (2009). Sociology. Polity Press.
- Ray, Raka and Katzenstein, Marry Fainsod (eds) (2005). Social Movements in India: Poverty, Power and Politics. Rowman & Littlefield Publishing INC.
- Bhattacharya, Sanjay. (2003). Social Work: An Integrated Approach. New Delhi: Deep and Deep Publication.
- Ronald. Y, Malar, S. Laavanya, P. V. (eds) (2013). Social Work: An Introductory Text Book: Regal Publication.

Paper:MSOC MES405

[Full Marks – 50]

Field Work; Field Notes & Seminar Presentation

Paper:MSOCMEP 406

[Full Marks – 50]

Dissertation Based on Field Work & Viva Voce