



## WEST BENGAL STATE UNIVERSITY SYLLABUS FOR SOCIOLOGY (P.G)

### The Post-Graduate Course in Sociology 2015

#### **Program Specific Output (PSO):**

The post-graduate course in Sociology orients the students to study social interactions within the overlapping fields of social processes and institutions. It introduces the students to sociological imagination, or “the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world”. The course explores the minute everyday aspects of social life (microsociology) as well as global social processes and structures (macrosociology). There are a few key areas in the course which sets its distinctiveness. It offers four core courses on sociological theory. With a strong hold on theory the syllabus tends to orient the students towards sound research. Two courses are allotted to research methodology and one to a full-length dissertation. Sociology of gender is also a defining feature of the course. Unlike the dominant trend of incorporating gender as an add-on to the existing syllabus, we seek to establish the issue of gender in its own right. Social exclusion, media and industry are the other thrust areas of the course. Other themes covered in the four semesters include: Indian sociology, social issues, development and global inequality, sociology of law, rural sociology and many more. Sociology of Bengali society remains yet another unique element of the syllabus. Moving beyond the dominant sociological stance that examines social interactions untethered from the local situations; the course attempts to comprehend the specificity and import of the local in constituting social worlds. Each of these courses teaches distinctive skills of doing sociology such as applying theories and employing research methodologies. The course tends to act as a catalyst for thinking through change and the emergence of new forms of social life. Also, it attempts to develop a template of pedagogic practices (oral, written, visual) enabling a continuous negotiation between the classroom, research field, and the everyday.

#### **Objectives of the Programme**

- Critical Thinking - the ability to analyse and evaluate multiple and contending social, political, and cultural arguments, debunk the taken for granted meanings.
- Comprehension– the ability to analyse how people from different cultural, class, caste, religious, and gender-sexuality backgrounds interpret the world around them.
- Communication - the ability to formulate effective and convincing written and verbal arguments.
- Doing research - the ability to interpret and evaluate the major social science research methods, as well as the relationship between theory, research and methodology.



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- Theorizing - the ability to use and evaluate both classical and contemporary perspectives in sociological theory.
- Employment – the course trains students for positions in a wide range of public and private sectors including: social science academia; social welfare and policy making in the fields of gender, caste, class and labour, politics and environment; rural-urban planning; industrial and organizational management, print and electronic media.

**COURSE 1  
CORE COURSE**

**Title: Key Concepts and Ideas in Contemporary Sociology**

**Course Specific Objective:** This Course aims to introduce the students to the contemporary sociological concepts and theories of current topical interest. It focuses on the linkages of the key concepts with the contemporary sociologists, thereby offering the students the opportunity to engage critically with the issues in the course. It also intends to facilitate informed debate by applying sociological concepts with sound arguments.

**Course Outline:**

**Module: I**

1. Freedom and Dependence: Individual in Society and Society in Individual
2. Sociological Imagination; Sociology and Common Sense
3. Social Institutions and Groups; The Idea of Social Structure, Social System-Subsystems;
4. Culture and its Elements; Culture as Ideology; Sources of Social Solidarity: Classification Boundaries and Rituals, Community, Imagined Community

**Module: II**

5. Rationalization, Power, Discourse, Authority versus Power; Public Sphere, Civil Society
6. Global Village, Network Society, Knowledge Society
7. Identity, Ethnicity, Sub-Culture, Diaspora
8. Modernity, Post-modern Conditions, McDonalidization, New Social Movements

**Evaluation:**

1. Internal Assessment: Student Seminar and Group Discussion 10 Marks
2. End Semester Examination 40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- highlight the key concepts and their main arguments to apply them to critical



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engagement with issues of concern in contemporary society

- situate the concepts/theories within their historical context and express a critical opinion of their relevance in contemporary social life
- relate to real-life examples (during classroom discussions and written assessments) to demonstrate a clear understanding of the concepts
- contribute effectively and confidently during group discussions, using logical arguments and applying the relevant sociological concepts to address the debate
- collaborate within small groups to prepare and deliver a short presentation applying concept/theory to an issue of concern in contemporary society

### **Basic Readings**

- Bauman, Z. & May, T. (2001). Thinking Sociologically. Wiley-Blackwell; 2nd edition.
- Best, S., & Kellner, D. (1991). Postmodern theory: Critical Interrogations. Macmillan.
- Braham, Peter. (2013). Key Concepts in Sociology. Sage
- Edgell, Stephen. (1993) Class: Key Concept in Sociology. Routledge
- Giddens, A. (2000). Runaway world: How globalisation is reshaping our lives. London, UK: Profile Books.
- Giddens, Anthony. & Sutton, Philip W. (2017) Essential Concepts in Sociology, 2nd Edition. Polity
- Haralambos, M. & Holborn M. (2008). Sociology: Themes and Perspectives (8th Ed.) UK, Harper-Collins.
- Kivisto, P. (2011). Key Ideas in Sociology (3rd Ed.). Sage.
- M. Grenfell (2014.), Pierre Bourdieu: Key concepts. Routledge
- Macionis, J.J. and Plummer K. (2012). Sociology: A global introduction. (4th Ed.) Prentice Hall.
- Mills, C. W. (2000). The sociological imagination. Oxford England New York: Oxford University Press.
- Painter, Emily. & Zarifi, Esther. (2013) Sociology (Collins Key Concepts). Harper Collins
- Peter L. Berger (1963) Invitation to Sociology. AnchorScot, John. (2006) Sociology: The Key Concepts. Routledge
- Shilling, C. (2003). The body and social theory. London, Thousand Oaks, New Delhi: Sage Publications.
- Slattery, M. (2003). Key Ideas in Sociology. Nelson Thornes.



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- Sturken, M. C., Lisa. (2004). Practises of looking: An introduction to visual culture. Oxford: Oxford University Press

**COURSE 2**  
**CORE COURSE**

**Title: Classical Sociological Thought**

**Course Specific Objective:** The objective of this course is to introduce the history of sociological thought. We tend to read excerpts from the “classics” by the “founding fathers” of sociology (Marx, Durkheim, and Weber). We also read sections from the theoretical writings of some of sociology’s “other parents” – but their works have generally not been considered as part of the canon. Each of these thinkers addressed themes that have become part of the central concerns of sociology such as inequality, elitism, bureaucracy. We will attempt to understand each thinker within their own time so that we can appreciate the specific social and historical contexts, which gave rise to their particular forms of theorizing. A constant theme that will be developed in the course is that of the complex relationships between ideology, social order, and social change.

**Course Outline:**

**Module: I**

1. Empiricism/Logical Positivism; Realism
2. Emile Durkheim: The Problem of Seeing Things; Morality and Integration in Society
3. Max Weber: The Problem of Observation; Mapping Rationality and Bureaucracy
4. Georg Simmel: Sociological Relation and Culture

**Module II**

5. Karl Marx: The Problem of Inequality, Mapping Capitalism, Ideology, Alienation, Fetishism of Commodities; and Theory of Social Transformation
6. Philosophical Reflex of Georg Lukacs and Sociological Reflex of Antonio Gramsci
7. Vilfredo Pareto: Logical Experimental Method and Theory of Elites
8. Charles Wright Mills: White-collar, Bureaucracy; the Cultural Apparatus; Power Elites

**Evaluation:**

1. Internal Assessment: Home Assignments - 10 Marks



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2. End Semester Examination - 40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- understand and critically evaluate the classical sociological theorists like Marx, Durkheim and Weber; Lukacs, Pareto and Mills
- apply their sociological imagination to explain the current social issues concerning the Indian society

**Basic Readings –**

- Copleston, Frederick (2003) *A History of Philosophy* 1950 (Vol. 11: Logical Positivism and Existentialism), London and New York: Continuum
- Durkheim, Emile (1982) *The Rules of Sociological Method*, New York, Free Press
- Weber, Max (1978). *Economy and Society: An outline interpretative sociology* (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
- Weber, Max (1930) *The Protestant Ethic and the Spirit of Capitalism*, Allen and Unwin
- Weber, Max, (2015) "Bureaucracy" in *Weber, Max. Weber's Rationalism and Modern Society: New translations on Politics, Bureaucracy, and Social Stratification*. Edited and Translated by Tony Waters and Dagmar Waters, Palgrave Macmillan
- Simmel, Georg (1990) *The Philosophy of Money*, London: Routledge
- Frisby, David (1992) *Simmel and Since: Essays on Georg Simmel's Social Theory* London: Routledge
- Marx, Karl & Engels (1947), *The German Ideology*, New York, International Publishers Co. Inc
- Marx & Engles (1967) *The Communist Manifesto*, Penguin, Harmondsworth
- Marx, K. 1974. *Capital* Vol. I. Moscow: Progress Publishers. (Part I and chapter 7)
- Marx, K. 1963. 'Alienated Labour' in T.B. Bottomore (ed.): *Karl Marx: Early Writings*. New York: McGraw Hill
- George Lukács (1972) *History and Class Consciousness: Studies in Marxist Dialectics* Cambridge: The MIT Press



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- Gramsci, A (1971), *Prison Notebooks*, London, Lawrence and Wishart
- Vilfredo, Pareto (1991) *The Rise and Fall of Elites: An Application of Theoretical Sociology*, Transaction Publishers
- Mills, C.W (1959) *Sociological Imagination*. New York: Oxford University Press
- Coser, Lewis (1996) *Masters of Sociological Thought*, Rawat, Jaipur.
- Ritzer, George. 2007. *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell Publishing. (Select Entries)

**COURSE 3  
CORE COURSE**

**Title: Sociological Theory I**

**Course Specific Objective:** The purpose of this introductory course on sociological theory is to familiarise the students to a variety of theoretical orientations, past and present, with an emphasis on the strengths and weaknesses of each approach. It presents views from the classical as well as some of the current perspectives within the discipline addressing questions like how epistemological questions remain linked to social contexts; how societies function, change and develop; how system and structure operate in social life; how 'reality' is constructed through social behaviour. The course intends to provide lenses and templates through which the students can understand and analyse the social world around them.

**Course Outline:**

**Module I**

1. Knowledge and Science
  - a. Mannheim, Scheler: Sociology of Knowledge
  - b. Popper, Kuhn: Study of Science
  - c. Merton, Bloor, Latour: Sociology of Science
2. System and Structure
  - a. Talcott Parsons: Institutions
  - b. Robert K. Merton: Dysfunctions
  - c. J. C. Alexander: Neo-Functionalism
  - d. Saussure: Structure of Language
  - e. Levi Strauss: Structural Anthropology

**Module II**

3. Self-Other, Interaction and Everyday
  - a. Blumer: Symbolic Interactionism



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- b. Husserl and Schutz: Phenomenological Approach (empathy, inter- subjectivity and life world)
- c. Erving Goffman: Performing the Self
- d. Harold Garfinkel: Ethnomethodology
- e. Berger and Luckmann: Social construction of Reality

### **Evaluation:**

Internal Assessment: Writing Book Review - 10 Marks

End Semester Examination - 40 Marks

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- identify major sociological theories and the theoretical concepts
- evaluate and discuss sociological theories critically
- compare and contrast different types of sociological theory
- challenge the common sense perceptions and understandings
- relate the theoretical insights with their lived experiences

### **Basic Readings**

- Popper, K. (2002). Conjectures and Refutations: The Growth of Scientific Knowledge, London & New York: Routledge.
- Mannheim, Karl; Kecskemeti, Paul.(1952).Essays on the Sociology of Knowledge. London. Routledge &Kegan Paul
- Mannheim, K (1954), Ideology and Utopia, London, Routledge and Kegan Paul Ltd
- Bruno Latour, Steve Woolgar, (1979). Laboratory life: The Social Construction of Scientific Facts, Princeton: Princeton University Press.
- Latour, Bruno (1993): We Have Never Been Modern. 1st ed. New York: Harvester Wheatsheaf
- Merton, R. K. (1973). The Sociology of Science. Chicago: University of Chicago Press. (Chapters 5, 13, 14, and 21)



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- Kuhn, T.S. (1970). *The Structure of Scientific Revolutions*. (2nd ed.), Chicago: University of Chicago Press.
- Haraway, Donna. (2001). 'Situated Knowledges: The Science Question in Feminism and the Privileges of Partial Perspective' in Muriel Lederman and Ingrid Bartsch (ed.) *Gender and Science Reader*. (pp.169-188) London. Routledge.
- Levi-Strauss. (1973). 'Structure and Form: Reflections on a Work by Vladimir Propp', in C. Levi-Strauss (ed.): *Structural Anthropology Vol. 2* (115-145). Harmondsworth: Penguin Books
- Levi-Strauss. (1986). *The Raw and the Cooked Introduction to a Science of Mythology*. Middlesex: Penguin Books
- Berger, Peter and Luckmann, T. (1966) *Social Construction of Reality*, Garden City, New York: Anchor Books
- Mead, G.H. (1964). *Social Psychology*. Chicago: University of Chicago Press
- Luckmann, T. (ed.). (1978). *Phenomenology and Sociology*. Middlesex: Penguin Books. (Chapters 1, 12 and 17)
- Schutz, A. (1970). *On Phenomenology and Social Relation* (72-78). Chicago: University of Chicago Press
- Garfinkel, H. (1984). *Studies in Ethnomethodology*. Cambridge: Polity Press (Chapter 1, 2)
- Radcliffe-Brown, A.R. (1971). *Structure and Function in Primitive Society*. London: Cohen and West. (Chapters 9, 10)
- Levi-Strauss, C. (1963). 'Do Dual Organisations Exist?' in C. Levi-Strauss (ed.): *Structural Anthropology* (132-166). Middlesex: Penguin
- Levi-Strauss, C. (1978). *Totemism*. Harmondsworth: Penguin
- Parsons, T. (1982). *On Institutions and Social Evolution*. Chicago: University of Chicago Press. (selected chapters)
- Alexander, Jeffrey C. Ed. (1985). *Neo-functionalism*. London: Sage.
- Saussure, F.D. (1966). *Course in General Linguistics*. New York: McGraw Hill (selected chapters)





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- Goffman, Erving. (1958). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre.
- Goffman, E. (1961). *Asylums*. New York: Doubleday
- Appelrouth, Scott and Edles, D. (2008). *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press
- Giddens, Anthony and Turner, J. H. Ed. (1987). *Social Theory Today*. Cambridge: Polity Press
- Merton, Robert K. (1968). *Social Theory and Social Structure*. New York: Free Press
- Seidman, Steven and Alexander, J. C. Ed. (2001). *New Social Theory Reader: Contemporary Debates*. London: Routledge
- Mead, George H. (1913). "The Social Self" in *The Journal of Philosophy, Psychology and Scientific Methods*. Vol. 10, No. 14, (Jul. 3, 1913), pp. 374-380.
- Mead, George H. (1934). *Mind, Self and Society*. Chicago: University of Chicago Press.
- Blumer, Herbert *Symbolic Interactionism: Perspective and Method*. New Jersey, Prentice-Hall (1969)

**COURSE 4**  
**CORE COURSE**

**Title: Indian Sociology**

**Course Specific Objective:** This Course aims to sensitize the students to the diversity as well as inter-connectedness of the theoretical perspectives on Indian society. It is expected that, the course would add depth as well as insight to the understanding of the subject. The course aims to familiarize the students with the milestone traditions and the recent advances in the development of the discipline in India. Reference will also be made to the diverse research approaches and tools emphasizing their relevance to the building of evidence-based knowledge in contemporary Indian society.

**Course Outline:**

**Module I**

1. The Emergence of Sociology in India: Bombay School; Lucknow School
2. Early Conception of Indian Society: Radhakamal Mukherjee, Iravati Karve, G. S. Ghurye



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3. Field Views: Village Studies (Village India, Indian Villages)
4. For a Sociology of India – the Debate (Dumont, Pocock, Bailey, Saran)
5. Subaltern Studies in India: Viewing Society from Below

**Module II**

6. An Introduction to Empirical studies in India: From book view to field view
7. Caste and Village in India
  - a. M.N.Srinivas, M. Marriot
  - b. Kathleen Gough, D. Thorner
  - c. L. Dumont, Declan Quigley
  - d. Dalit Critique: Gail Ombvedt, Kancha Illiah, E. Zelliott
8. Social Change in India
  - a. D.P Mukherji, M.N.Srinivas, Ram Krishna Mukherjee
  - b. Yogendra Singh, Andre Béteille,
9. State and Development in India
  - a. T.K. Oommen, Partha Nath Mukherjee
  - b. T. N. Madan, Ashis Nandy

**Evaluation:**

1. Internal Assessment: Writing Book Review 10 Marks
2. End Semester Examination 40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- acquire a comprehensive understanding of Indian society in all its multi-faceted dimensions
- conceptualize Indian society in terms of certain distinctive characteristics and configurations
- identify and contrast the different schools of thought with reference to the milestone studies in certain theoretical traditions
- think critically about the scale and magnitude of cultural diversity ( religious beliefs and rituals, institutions, cultural patterns, linguistic diversity)
- decipher the linkages and networks binding regions, groups and communities
- decode the continuity between past and present in institutions, cultural and behavioural patterns

**Basic Readings**

- Atal, Yogesh. (2009). Sociology & Social Anthropology in India. Pearson Education India
- Barnard, A., & Spencer, J. (2009). The Routledge Encyclopaedia of Social and Cultural Anthropology. Routledge.
- Bose, N.K. (1967), Culture and Society in India. Asia Publishing House.



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- Das. Veena. (2006). Hand Book of Indian Sociology. OUP India
- Dhanagare, D N. (1998). Themes & Perspectives in Indian Sociology. Rawat
- Dube, S.C. (1958) India's Changing Villages Routledge and Kegan Paul
- Dube, S.C. (1995) Indian Village. Routledge
- Hastrup, K. (2013). *A Passage to Anthropology: Between experience and theory.* Routledge.
- Karve, I. (1961). Hindu Society: An Introduction. Deccan College.
- Lannoy, Richard (1971) The Speaking Tree, A Study of Indian Culture and Society, OUP
- Madan, T. N. (1996). Pathways: Approaches to the study of society in India. OUP.
- Mandelbaum, D.G., (1970) Society in India. Popular Prakashan
- Marriott, McKim (1990) India through Hindu Categories. Sage
- Modi, Iswar. (2014). Pioneers of Indian Sociology. Sage
- Mohan, R.P. and A. S. Wilke, Eds (1994). International Handbook of Contemporary Developments in Sociology. Mansell.
- Momin, A. R. (1996) The Legacy of G. S. Ghurye: A Centennial Festschrift. Popular Prakashan
- Mukherjee, R.K. (1979). Sociology of Indian Sociology, Allied
- Mukherji, D.P. (1958) Diversities. People's Publishing House
- Oommen, T.K. (2013) Knowledge and Society: Situating Sociology and Social Anthropology (Collected Essays). OUP India
- Oommen, T.K. and P. N. Mukherjee, eds. (1986) Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay.
- Patel, S. (Ed.). (2016). Doing sociology in India: Genealogies, locations, and practices. OUP.
- Singer, Milton (1972) When A Great Tradition Modernizes, Vikas.
- Singer, Milton and Bernard Cohn. eds. (1968). Structure and Change in Indian society, Aldine Publishing Company.
- Singh, K.S. (1992) The People of India: An Introduction, Seagull Books.
- Singh, Y. (1986) Indian Sociology: Social Conditioning and Emerging Concerns, Vistaar.
- Singh, Yogendra, (1973) Modernization of Indian Tradition. Thomson Press
- Srinivas, M.N. (1960) India's Villages Asia Publishing House.
- Srinivas, M.N., (1963) Social Change in Modern India University of California Press
- Srinivas, M.N., (1980) India: Social Structure Hindustan Publishing Corporation
  
- Uberoi, P., Sundar, N., & Deshpande, S. (2007). Anthropology in the East. Founders of Indian sociology and anthropology. Permanent Black.
- Uberoi, Patricia, (1993) Family, Kinship and Marriage in India OUP India

**COURSE 5**  
**SUPPORTIVE**



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**Title: Society in India (Structure and Processes)**

**Course Specific Objective:** Contemporary Indian society is undergoing rapid and large scale changes, many of which tend to call into question the ages-old social norms and practices, thus giving rise to some critical social issues. This course is designed to identify and analyze some of such emerging social issues from the sociological perspective. The course seeks to go beyond the commonsense understanding of the prevailing social problems in order to project them into their structural context.

**Course Outline:**

**Module I**

1. Tradition, Modernity, State
2. Indian Social Stratification
3. Indian Tribes in Transition
4. Marriage and Family

**Module II**

5. Linkages and networks binding regions, groups and communities
6. Cultural diversity
7. Ethnic conflicts and ethnic (sub-national) movements
8. Nationalism, Nation Building and Globalization
9. Civil Society

**Evaluation:**

1. Internal Assessment: Assignments on Portfolio of Questions 10 Marks
2. End Semester Examination 40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- get sensitized to the structural causes and consequences of the problems
- relate to the emerging social issues and problems of contemporary India, and acquire a sociological understanding of these issues and problems over and above their commonsense understanding
- acquire a fairly adequate understanding of Indian society through the dominant theoretical spectrum
- empower themselves to deal with these issues and problems and serve as change agents both in governmental and non-governmental organizations



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### Basic Readings

- Beteille, A. (1996). Caste, Class and Power. OUP.
- Beteille, A. (2000). Chronicles of our Time. New Delhi, New Delhi, India: Penguin Books India.
- Beteille, A. (1992). Society and Politics in India. New Delhi, OUP.
- Brosius, C. (2012). India's middle class: New forms of urban leisure, consumption and prosperity. Routledge, India.
- Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). Contemporary India: economy, society, Politics. Pearson Education India.
- Chandra, B., & Mahajan, S. (2007). Composite Culture in a Multicultural Society. Pearson Education India.
- Das. Veena. (2006). Hand Book of Indian Sociology. OUP India
- Desai, A. R. (1984). India's path of Development. Popular Prakashan; Bombay.
- Desai, A. R. (Ed.). (1986). Violation of Democratic Rights in India. Popular Prakashan.
- Desai, A. R. (2005). Social Background of Indian Nationalism (6Th-Edn). Popular Prakashan.
- Fuller, C. J., & Benei, V. (2009). The Everyday State and Society in Modern India. Social Science Press.
- Galanter, Marc. (1990) Law and Society in Modern India. OUP
- Gupta, A., & Sivaramakrishnan, K. (2010). The State in India after Liberalization. Routledge.
- Gupta, Dipankar. (1991) Social Stratification. OUP India
- Gupta, G. R. (Ed.). (1976). Family and Social Change in Modern India (No. 2). Vikas Publishing House
- Jayaram, N. (Ed.). (2005). On Civil Society: Issues and Perspectives. Sage.
- Kuppaswamy, B. (1972) Social Change in India: Vikas Publications
- Oommen, T. K. (1990). Protest and Change: Studies in Social Movements. Sage Publications.
- Oommen, T. K. (2005). Crisis and Contention in Indian Society. SAGE
- Rao, M. S. A. (1972). Tradition, Rationality, and Change: Essays in Sociology of Economic Development and Social Change. Bombay: Popular Prakashan.
- Sharma, Rajendra K (2004) Indian Society: Institutions and Change: Atlantic Publishers
- Singh, Y. (2000). Culture Change in India. Jaipur: Rawat Publications.
- Singh, Yogendra, (1973) Modernization of Indian Tradition. Thomson Press



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- Uberoi, Patricia, (1993) Family, Kinship and Marriage in India OUP India
- Unnithan, T. K. K. N., Deva, I., & Singh, Y. (Eds.). (1965). Towards a Sociology of Culture in India: Essays in Honour of Professor DP Mukerji. Prentice-Hall of India.
- Vanaik, A. (1997). The Furies of Indian Communalism: Religion, modernity, and secularization. Verso.
- Vanaik, A., & Bhargava, R. (Eds.). (2010). Understanding Contemporary India: Critical Perspectives: Orient Blackswan.

**COURSE 6  
CORE COURSE**

**Title: Sociological Theory II**

**Course Specific Objective:** This course offers a study of three major theoretical questions concerning society and politics; language and culture; body and subjectivity. It discusses the account of ideology and conflict, found in the writings of Karl Marx, and its fate in the subsequent Marxist tradition. This historical pattern is exemplified by the writings of Antonio Gramsci and Louis Althusser. Recognising ‘the materiality of signs’ and the ‘cultural technologies’ as forms of social relationships and practices the course attempts to outline a synthesis of structuralist semiology with the sociology of culture. The course finally sketches the development of sociological approaches to the body and subjectivity with key contributions coming from diverse schools of thought like post-modernism, post-structuralism and queer theories.

**Course Outline:**

**Module I**

1. Politics and Society
  - a. Karl Marx: Class and Class Struggle, Ideology
  - b. Louis Althusser: Ideological State Apparatus
  - c. Michel Foucault: Governmentality and Bio-politics
  - d. Antonio Gramsci: Hegemony, State and Civil Society



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### 2. Language and Culture

- a. F.D. Saussure: General Linguistics
- b. Roland Barthes: Elements of Semiology
- c. Theodor Adorno and Max Horkheimer: Culture Industry
- d. Raymond Williams: Cultural Forms

### Module II

### 3. Body and Subjectivity

- a. Sigmund Freud: The Split Subject
- b. Merleau-Ponty: Body Image
- c. Pierre Bourdieu: The Logic of Practice Habitus and Embodiment
- d. Michel Foucault: Subject and Power
- e. Judith Butler: Performativity

### Evaluation:

- 1) Internal Assessment: Essay - 10 Marks
- 2) End Semester Examination - 40 Marks

### Course Outcome (Knowledge & Understanding, and Skills):

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

- engage with a range of theoretical orientations
- make a distinction between different types of sociological theory
- question the taken-for-granted views
- relate the theoretical insights with their lived experiences

### Basic Readings

- Marx, Karl. (1976). Capital Vol. I (selected Chapters). New Left Review
- Althusser, L. (2001). "Ideology and Ideological State Apparatuses" in Lenin and Philosophy and other Essays. Monthly Review Press
- Foucault, Michel. 1991. "Governmentality" in *The Foucault Effect: Studies in Governmentality*, ed., Graham Burchell, Colin Gordon and Peter Miller, 87-104. London, Toronto, Sydney, Tokyo, Singapore: Harvester Wheatsheaf.
- Gramsci, Antonio (1992). Selections from the Prison Books. International Publishers



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- Saussure, F.D. (1966). Course in General Linguistics. New York: McGraw Hill (selected chapters)
- Barthes, R. (1967). Elements of Semiology. New York: Hill & Wang.
- Adorno, Theodor W. Bernstein, J. M. (2001). The Culture Industry: Selected Essays on Mass Culture. London. Routledge
- Horkheimer, Max .(2012). Critique of Instrumental Reason. Reprinted. London, New York. Verso Radical Thinkers. (Selected Chapters)
- Raymond William. (2005). ‘Culture and Masses’ in Popular Culture: A Reader Eds. Raiford A Guins and Omayra Zaragoza Cruz. London: Sage Publications.
- Freud, Sigmund. 2001 (1933). “Femininity” in *The Standard Edition of the Complete Psychological Works of Sigmund Freud* Vol. XXII, Ed., James Strachey. London: Vintage The Hogarth Press and the Institute of Psycho-Analysis.
- Merleau-Ponty, M. 2012 (1945). Phenomenology of Perception, New York: Routledge.
- Bourdieu, P. (1990). The Logic of Practice. Cambridge: Polity Press.
- Foucault, M. (1971). The Archaeology of Knowledge. New York: Pantheon Books.
- Foucault, Michel. (1980). Power-Knowledge. Selected interviews and other writings, 1972-1977. Edited by Colin Gordon. Essex. Prentice Hall
- Butler, J. (1993) Bodies that Matter. London: Routledge

**COURSE 7**  
**SUPPORTIVE**

**Title: Development and Indian Society**

**Course Specific Objective:** This course intends to explore the dominant schools of development theories and to highlight issues related to development and its impact on the society. It aims to introduce the students to the concepts of development from various sociological perspectives (Modernization, Dependency, and World System) with global, comparative and historical dimensions. This, in turn, would help the students to understand the causes and consequences of inequalities among countries through the major theories (theories of Ronald Robertson, Anthony Giddens, and Arjun Appadurai) and critiques of development and underdevelopment (Ecological, Marxian and Cultural). The course also seeks to expose the students to the contemporary issues and challenges centred on the ideas and practices of development with a special reference to the Indian scenario.





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### **Course Outline:**

#### **Module I**

1. Theories of Development and Underdevelopment: modernization theories, centre-periphery, world-systems, unequal exchange
2. Theories of Globalization: Globalization as compression of the world: Roland Robertson; Reflexivity and time- space distancing: Anthony Giddens; Disjuncture and difference in global cultural economy; Arjun Appadurai
3. Critical Perspectives on Development: Ecological, Marxian, Cultural critique of Development, Post Development
4. Indian Experience of Development, Sociological appraisal of: Welfare Model, Green Revolution; Women and Development; Sustainable Development

#### **Module II**

5. Indian Experience of Economic Reforms, Socio-cultural repercussions of Globalization, Info-tech revolution
6. Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity
7. Embedded Socio-economic disparities in Indian Social Structure and Development
8. Paths and Partners of Development: Major Critiques – Amartya Sen, Amit Bhaduri

### **Evaluation:**

- |  |          |
|--|----------|
| 1. Internal Assessment: Group Discussion | 10 Marks |
| 2. End Semester Examination              | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- comprehend the concepts of development and change
- get familiar with the various sociological perspectives on development and its critiques.
- address the contemporary issues and challenges related to development and understand the micro-politics of development



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### Basic Readings

- Alvin Y. So. Social Change and Development, Sage Publications
- Frans J. Schurman (ed) (2001) Globalization and Development Studies, New Delhi: Vistaar Publication.
- Joseph Stiglitz: Globalization and its Discontents New Delhi, Penguin Books (p) Ltd.2003
- Appadurai, Arjun (1997) Modernity at Large: Cultural Dimensions of Globalization. New Delhi: Oxford University Press
- Escobar, Arturo (1995) Encountering Development: the Making and Unmarking of the Third World, Princeton: Princeton University Press
- Jan Nederveen Pieterse, Development Theory: Deconstruction/ Reconstruction. Sage Publication
- Amit Bhaduri (2005) Development with Dignity: A Case for Full Employment, National Book Trust
- Lucas and Papanek, The Indian Economy, Oxford
- P.W. Preston, Development Theory, Oxford Blackwell
- Neil J Smelser, Sociology of Economic Life, Prentice Hall Publisher
  
- James Ferguson (1990)The Anti Politics Machine: Development and Depoliticization in Lesotho, Cambridge University Press, Cambridge
- Ludden, D. (1992). 'India's Development Regime' in N. Dirks (ed.): Colonialism and Culture, Ann Arbor: University of Michigan Press.
- Bardhan, P. (1984). The Political Economy of Development in India. Delhi: Oxford University Press.
- Deshpande, S. (1997). 'From Development to Adjustment: Economic Ideologies, the Middle Class and 50 Years of Independence', in Review of Development and Change, 11(2): 294-318.
- Byres, T. (1981). 'The New Technology, Class Formation and Class Action in the Indian Countryside', in Journal of Peasant Studies, 8(4).



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- Gupta, A. (1998). Postcolonial Developments: Agriculture in the Making of Modern India. Delhi: Oxford University Press. (selected chapters).
- Dreze, J. and Sen, A. (1995). India: Economic Development and Social Opportunity. Delhi: Oxford University Press.
- Sen, A. (2000). Development as Freedom. New Delhi: Oxford University Press
- Nussbaum, M. C. (2000). Women and Human Development: The Capabilities Approach. Cambridge: Cambridge University Press.
- Pieterse, J.N. (2001). Development Theory: Deconstructions/ Reconstructions. New Delhi: Vistaar Publications
- Frank, A.G. (1998). ReOrient: Global Economy in the Asian Age. Berkeley: University of California Press. 4th printing 2002
- Sharma, S. L. (1998): Sustainable Development: Socio-cultural Imperatives In Y. G. Joshi and D. K. Verma (eds) Social Environment for Sustainable Development. Jaipur: Rawat Publications
- Gadgil, M. and R. Guha (1995): Ecology and Equity: Use and Abuse of Nature. Middlesex, UK: Penguin Books
- Naila Kabeer, (1995) Empowerment from Below: Learning from the Grassroots in Naila Kabeer Reversed Realities: Gender Hierarchies in Development Thought, New Delhi Kali for Women, (pp223-265)

**COURSE 8**  
**SUPPORTIVE**

**Title: Social Exclusion and Indian Society**

**Course Specific Objective:** Social exclusion not only generates stress, hostility and disorder but also perpetuates inequality and deprivation in society. In India, despite sharing material traits, cultural space, language and regional ethos with the evolution of composite cultural legacy, certain communities experience systemic exclusion due to their historically-embedded diversities. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. This has further consequences upon the macroeconomic policies on poverty, illiteracy, unemployment and involuntary migration negatively affecting the victims of exclusion. Contextually, this course aims at sensitizing the students in understanding the marginalized communities and how they deal with the various responses and strategies of the development process. Moreover, it also intends to make the



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students aware about how diversity, exclusion and State's development interventions, are faring under the impact of globalization.

### **Course Outline:**

#### **Module I**

- 1) Inequality, Social Exclusion, and the Conception of 'Other'
- 2) Basis of Exclusion: Caste, Tribe, Ethnicity, Religion, Gender and Disability
- 3) Basis of Exclusion: Class, Region, Culture, Language, Migrants and Refugees
- 4) Human Rights Approach: Deprivation, Inequality, Globalization; Capability Approach: Equality, Inequality, Capability, Norm of structural exclusion, and Social Policy Framing

#### **Module II**

- 5) Indian Constitution, the Marginalized and the practice of Inclusive policy
- 6) Work, Employment and Social Exclusion
- 7) Poverty, Illiteracy and Social Exclusion
- 8) Social Exclusion and its Discontent

### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Writing Book Review | 10 Marks |
| 2. End Semester Examination                 | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- conceptualize, contextualize and problematize discrimination, exclusion and inclusion on various level.
- develop an empirical understanding of the nature and dynamics of discrimination and exclusion
- develop their ability to apply the theories and perspectives to the research problems they are working with
- debate on the implications of exclusion and marginalization to the concept of *social* justice, citizenship and nationhood or fraternity

### **Basic Readings**

- Athreya, Venkatesh B. & Sheela Rani Chunkath. (1996) Literacy and Empowerment. Sage Publications
- Beteille, A. (1981). The Backward Classes and the New Social Order. OUP.
- Byrne, David, (1999) Social Exclusion Open University Press



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- Byrne, David. 2<sup>nd</sup> Ed (2008) Social Exclusion Rawat
- Chant, S. (2007), Gender, Generation and Poverty: Exploring the 'Feminisation of Poverty' in Africa, Asia and Latin America.-Cheltenham: Edgar Elgar.
- Danda, A. K. (1991). Ethnicity in India. Inter-India Publications.
- Hasnain, Nadeem. (1991) Tribal India today: (2<sup>nd</sup> Ed.), Harnam Publications.
- Hills, John, Le Grand, Julian, and Piachaud, David (eds.), (2002) Understanding Social Exclusion. OUP
- Jordan B (1996). A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.
- Khare, R. (Ed.). (2009). Caste, Hierarchy, and Individualism Indian critiques of Louis Dumont's Contributions. OUP
- Larson, Gerald James. (1995) India's Agony over Religion. Suny Press
- Madan, T. N. (1992) Religion in India: T. N. Madan, OUP India
- Madan, T. N. (2009) Modern Myths, Locked Minds: Secularism and Fundamentalism in India, OUP India
- Poverty and Social Exclusion in India (Equity and development) (2011) World Bank Publications
- Robinson, Rowena. (2004) Sociology of Religion of India: Sage
- Sen, Amartya & Jean Dreze (1998) The Amartya Sen and Jean Dreze Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity: Economic Development and Social Opportunity. OUP
- Sen, Amartya (1997) Inequality Re-examined. OUP
- Sen, Amartya (1999) Commodities & Capabilities. OUP
- Sharma, K L & Yogendra Singh (Eds.) (1995) Social inequality in India: Profiles of Caste, Class, Power, and Social Mobility. Rawat
- Sharma, K L (1997) Social Stratification in India: Issues and Themes: K L Sharma, Sage 1997
- Sharma, K L (2006) Social Stratification and Mobility. International Specialized Book Service Incorporated
- Singh, A. Didar & S. Irudaya Rajan (2015) Politics of Migration: Indian Emigration in a Globalized World. Routledge
- Singh, Y. (1989). Social Stratification and Change in India. Manohar Publications
- Sisodia Yatindra Singh & Tapas Kumar Dalapati (Eds) (2015), Development and Discontent in Tribal India. Rawat
- Srinivas., M. N (Ed.). (1996). Caste Its Twentieth Century Avatar. Penguin Random House
- Thapar R. (ed.), (1977) *Tribe, Caste and Religion*. Macmillan
- Thorat, Sukhadeo & Katherine S. Newman (2012) Blocked by Caste: Economic Discrimination in Modern India, OUP



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- Thorat, Sukhadeo & Narendra Kumar (2009) B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies. OUP
- Tumin, M. (1999). Social Stratification the Forms and Functions of Inequality. PHI Learning
- Waghmare, Nisha C. & Sandeep Jagdale Gandhi (2012) Human Rights and Social Exclusion in Globalized India, Manas Publishers
- Welshman, John, (2007) From Transmitted Deprivation to Social Exclusion: Policy, Poverty, and Parenting Polity Press
- Wilkinson, R., & Pickett, K. (2009). The Spirit Level: Why More Equal Societies Almost Always Do Better. Allen Lane.

**COURSE 9**  
**SUPPORTIVE**

**Title: Sociology of Rural India**

**Course Specific Objective:** This course aims to orient the students with the sociological approach to the study of rural society. It attempts to provide a comprehensive understanding of the socio-economic and political structure of rural society in India. This course also offers a synoptic overview of rural governance and development in India. The course intends to prepare the students to arrive at a level where they will have a sociological understanding to critically examine the possible ways of reconstruction of the rural institutions and development programmes.

**Course Outline:**

**Module I**

1. Rural Society in India as agrarian and peasant social structure: Basic Characteristics; Debates on mode of production and agrarian relation – land, labour and Social classes
2. Family, caste, religions, habitat and settlement in Rural India
3. Agrarian legislation and Indian rural social structure

**Module II**

4. Rural poverty, emigration, landless labour in India; Major Agrarian Movements in India – A critical analysis
5. Planned Change for Rural India, local self governance and community in India; Rural Development strategies of India;
6. Globalization and its Impact on Indian Agriculture

**Evaluation:**



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1. Internal Assessment: Assignments on Portfolio of Questions 10 Marks
2. End Semester Examination 40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- critically engage with the social processes in the rural setting, agrarian social structure and change
- to understand the differences between the rural and the urban societies.
- harness opportunity for discussion of concepts, theories, and applications through the use of examples from local settings

**Basic Readings**

- Berch, Berberogue, Ed. (1992) Class, State and Development in India. Sage
- Béteille, Andre. (1974). Studies in agrarian social structure. OUP
- Bettle Andre (1974) Six Essays in Comparative Sociology, OUP.
- Brass, T. (2014). New Farmers' Movements in India. Routledge.
- Desai, A. R. (1994). Rural Sociology in India. Popular Prakashan.
- Desai, A. R. (2005). Rural India in transition. Popular Prakashan.
- Desai, AR (ed.), 1980, Agrarian Struggles in India after Independence, OUP
- Dhanagare D N (1988) Peasant Movements in India, OUP
- Fukunaga, M. (1993). Society, Caste and Factional Politics: Conflict and Continuity in Rural India. Manohar Publications.
- Gough, K. (2008). Rural Society in Southeast India (Vol. 38). Cambridge UP.
- Himanshu, H., Jha, P., & Rodgers, G. (2016). The Changing Village in India: Insights from longitudinal research. OUP.
- K. J. Curtis (Ed.). (2012). International Handbook of Rural Demography. Springer.
- Kapadia, K. (1995). Siva and her sisters: gender, caste, and class in rural South India. Westview Press
- Lal, P. C. (1932/2018). Revival: Reconstruction and Education in Rural India. Routledge.
- Mencher J.P., (1983): Social Anthropology of Peasantry Part III, OUP
- Nandy, Ashish. (1999) Ambiguous Journey to the City, OUP
- Sarkar, G. K. (1995). Agriculture and Rural Transformation in India. OUP
- Singh, S. K., Pandey, P. K., & Goswami, D. K. (Eds.). (2018). Rural Development of India. Bharti Publications.
- Thorner, Daniel and Thorner Alice (1962) Land and Labour in India, Asia Publications.



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**COURSE 10  
SUPPORTIVE**

**Title: Sociology of Urban India**

**Course Specific Objective:** Urban Society, differentiating itself from rural society, is yet another dimension of Indian society. This course deals with the issues required to be dealt with sociological skills to analyse and diagnose the urban question in India. This course will pay special attention to the emergence and growth of Urban Sociology, the consequences of urbanization, social structure in Urban Society and the challenges in urban governance. With the basic background of urban sociology, the student will be sensitized on urban dimensions of society, its social structure and social process in India.

**Course Outline:**

**Module I**

1. Emerging Centrality of City in Sociology of India; Understanding Urban India in the Theoretical Backdrop of Durkheim, Weber, Tonnies, Simmel, Robert Park, Louis Wirth, Manuel Castle and David Harvey
2. Emerging trends in urbanization, Factors of urbanization, Sociological dimensions of urbanization, Social consequences of urbanization; Urbanity and Urbanism,
3. Classification of urban centres, cities and towns, City industrial urban-base, its growth and special features, Industry centred developments

**Module II**

4. Changing occupational structure in Urban India, and its impact on social stratification—class, caste, Gender, family;
5. Indian City and its growth, migration, problems of housing, slum development, urban ecology, urban poverty, and Health; Urban planning and problems of urban management in India.
6. Individual and Group in Urban India, Quality of Life in Urban India

**Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Assignments on Portfolio of Questions | 10 Marks |
| 2. End Semester Examination                                   | 40 Marks |

**Course Outcome (Knowledge & Understanding, and Skills):**

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





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- develop an overview of the social science perspectives pertaining to the interaction between human behaviour, social organization, and various dimensions of both natural and "built" environments in the urban setting
- expand a sociological understanding of the urban issues through a rural-urban continuum
- gain a critical understanding about the social problems experienced by the urban population

### **Basic Readings**

- Abrahamson, M (1976) Urban Sociology, Prentice Hall
- Alfred de Souza (1979) The Indian City; Poverty, Ecology and Urban Development, Manohar
- Bharadwaj, R.K. (1974) Urban Development in India, National Publishing House.
- Bose, Ashish (1978), Studies in India Urbanisation 1901-1971, Tata McGraw Hill.
- Castells, M (1977) The Urban Question, Edward Arnold
- Colling, Worth, J B (1972) Problems of Urban Society VOL. 2, George and Unwin
- Desai, A. R. and Pillai, S. D (Ed) (1970) Slums and Urbanisation, Popular Prakashan
- Edward W Soja (2000) Post Metropolis; Critical Studies of Cities and Regions. Oxford Blackwell.
- Ellin Nan (1996) Post Modern Urbanism, OUP.
- Fawa F. Sylvia, (1968) New Urbanism in World Perspectives – A Reader. T.Y. Cowell
- Gold, Harry, (1982) Sociology of Urban Life. Prentice Hall
- Grover, S. (2017). Marriage, Love, Caste and Kinship Support: Lived Experiences of the Urban Poor in India. Routledge.
- Harvey, D., & Harvey, D. (1989). The Urban Experience (p. 173). Baltimore: Johns Hopkins University Press.
- Jaffrelot, C., & van der Veer, P. (Eds.). (2008). Patterns of middle class consumption in India and China. SAGE Publications India.
- Johnson, E. H. (1973). Social Problems of Urban Man. Dorsey Press.
- Pickwance C G (Ed) (1976) Urban Sociology; Critical Essays, Methuen.
- Quinn J A (1955), Urban Sociology, S Chand & Co
- Ramachandran R (1991) Urbanisation and Urban Systems in India, OUP.
- Rao, M. S. A., Bhat, C., & Kadekar, L. N. (Eds.). (1991). A Reader in Urban Sociology. Advent Books Division.
- Ronnan, Paddison, (2001) Handbook of Urban Studies. Sage



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- Saunders, Peter (1981) Social Theory and Urban Question, Hutchinson.
- Waibel, M. (2016). Urban Informalities: Reflections on the Formal and Informal. Routledge.
- Wheeler, S. M., & Beatley, T. (Eds.). (2014). Sustainable Urban Development Reader. Routledge.

**COURSE 11  
CORE COURSE**

**Title: Sociological Theory III**

**Course Specific Objective:** This course attempts to initiate the students with three distinct theoretical pursuits of Sociology– Exchange network, Post-colonial Critique and Post-Modernism. Covering the classical exchange theories (which bring issues of rational choice to the fore) the course moves on to comprehend the recent developments in exchange network theory (which include new formalizations of techniques for specifying the distribution of power in exchange networks). The theoretical readings of post-colonialism span a variety of historical moments, from the anti-colonial writings of the Negritude and nationalist independence movements of the era of decolonization to the postcolonial interventions of Edward Said, Gayatri Spivak and Homi Bhabha. The course also considers postcolonial theory's relationship to the post-modern turn. The post-modern theorists attempt to rethink a number of modernist concepts including subjectivity, temporality, referentiality, progress, empiricism, and the rule of law. The course undertakes to survey important theoretical statements concerning this development by authors such as Jacques Derrida, and Jean Baudrillard, Anthony Giddens and Zygmunt Bauman.

**Course Outline:**

**Module I**

**1. Exchange Networks**

- a. Malinowski and Marcel Mauss: Anthropological Tradition
- b. George C Homans: Behaviouristic Exchange
- c. Peter M Blau: Dialectical Exchange
- d. Richard Emerson and K.S. Cook: Exchange Networks

**Module II**

**2. Post-colonial Critique**

- a. Edward Said: Orientalism



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- b. Homi Bhabha: Hybridity
- c. Franz Fanon: Dying Colonialism
- d. Spivak: Post-Colonial Critique
- 3. Post-Structural and Post-modern Turns
  - a. Althusser: Overdetermination
  - b. Giddens: Structuration
  - c. Baudrillard: Simulacra and Simulation
  - d. Derrida: Deconstruction
  - e. Bauman: Postmodern Ethics

### **Evaluation:**

- 1. Internal Assessment: Assignments on Writing Essay - 10 Marks
- 2. End Semester Examination - 40 Marks

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- engage critically with the effects of exchange network on the globalised socio-economic practices (like labour mobility, organization of business groups, formation of international linkages that cross traditional national boundaries of economic and productive activity) and the various strategies actors use to enhance their bargaining power and influence
- analyse the relationship between modernism and postmodernism as well as what differentiates the two movements
- critically respond to a range of theoretical debates and the ethical encounters between self and other
- be conversant with the critical approaches to postcolonial milieu and texts through theories (Orientalism, Othering, hybridity etc.) and themes (culture, nationalism, multiculturalism, gender, class and race)

### **Basic Readings**

- Mauss, Marcel. (1967) *The Gift: Forms And Functions Of Exchange In Archaic Societies*. New York: Norton



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- Malinowski, B. (1920) Kula: The Circulating Exchange of Valuables in the Archipelagos of Eastern New Guinea. *Man* 20: 97-105
- Homans, G. C. (1958). "Social Behavior as Exchange". *American Journal of Sociology* **63** (6): 597–606
- Blau Peter (1964). *Exchange and Power in Social Life* New York: Wiley
- Cook, K. S.; Emerson, R. M. (1978) "Power, Equity and Commitment in Exchange Networks" *American Sociological Review*. **43** (5): 721–739
- Said, Edward. (1978). *Orientalism*. New York: Vintage
- Bhaba, Homi.(1994). *Location of Culture*. London and New York: Routledge.
- Fanon, Frantz. (1991) *Black skin, white masks* /New York : Grove Weidenfeld
- Spivak, Gayatri Chakravorty. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Calcutta: Seagull Books
- Giddens, A. (1979) *Central Problems in Sociological Theory: Action, Structure and Contradiction in Social Analysis*, California: University Press
- Giddens A. (1984). *Constitution of Society: Outline of the Theory of Structuration*. Cambridge Polity Press
- Baudrillard, Jean. (1994). *Simulacra and Simulation*. Ann Arbor :University of Michigan Press
- Derrida, J. (1978). *Writing and Difference*, London & New York: Routledge (select chapters)
  
- Bauman, Z. (2001). 'The Uniqueness and Normality of the Holocaust', in *Organisation Studies: Critical Perspectives in Business and Management*, edited by Warwick Organizational Behaviour Staff. Vol. IV. London: Routledge
- Foucault, Michel. (1984). *The Subject and Power*. In H. L. Dreyfus and P. Rabinow, *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press, 2nd Edition.
- Young, R. (1981). *Untying the text: A Post-Structuralist Reader*, London: Routledge



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- Seidman, S. Ed. 1994. The Postmodern turn: New Perspective on Social Theory. Cambridge: Cambridge University Press
- Beck, U. (1992). Risk society: Towards a New Modernity. London: Newbury Park, Calif.: Sage Publications.

**COURSE 12  
CORE COURSE**

**Title: Social Research Methodology**

**Course Specific Objective:** How is knowledge created? How do we know what we know? Can we ever really know anything? Here, methods work at the very heart of all knowledge gained. This course aims to provide exposure to the fundamentals of various research methodologies in Sociology by trying to build upon the basic assumptions in adopting different methodologies for diverse kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook of the existing perspectives and methods.

**Course Outline:  
Module I**

1. Roots of Social Research: Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge; Overview of Philosophy of social science, Positivism and its critique; Hermeneutics analysis
2. Logic of Inquiry in social science research: Inductive and deductive; Theory building; Scientific method in social research; Objectivity/value neutrality; Variables, Hypothesis
3. Transcending from a Social Problem to a Sociological Problem
4. Formulation of research problem and Survey of Literature

**Module II**

5. Preparation of research design, and types of design.
6. Stages of Social Research
7. Postmodernism and Social Research
8. Issues of Power, Domination and Social Research; Ethics in Social Research

**Evaluation:**



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- |   |          |
|---|----------|
| 1. Internal Assessment: Class Assignments | 10 Marks |
| 2. End Semester Examination               | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- develop understanding of how knowledge is collected, presented and, disseminated
- learn the ethical, political, and pragmatic issues involved in the research process
- gain a practical understanding of the various methodological tools used for social scientific research
- acquire the skill to formulate a question, find the data relevant to their question, analyze those data, and present their findings
- think more critically about everyday life, the social structures and social change, and uncover a unique approach to life

### **Basic Readings**

- Barnes, John A. (1979). Who Should Know What? Social Science, Privacy and Ethics. Harmondsworth: Penguin.
- Beteille A., and T.N. Madan. (1975). Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bleicher M. (1988). The Hermeneutic Imagination. London: Routledge and Kegan Paul (Introduction only)
- Bose, Pradip Kumar, (1995): Research Methodology. New Delhi: ICSSR.
- Bryman, Alan. (1988). Quality and Quantity in Social Research, London: Unwin Hyman.
- Vaus. de. D.A. (1986). Surveys in Social Research. London: George Relen and Unwin.
- Fayerabend, Paul. (1975). Against Method: Outline of an Anarchistic Theory of Knowledge. London: Humanities Press.
- Hawthorne. Geoffrey, (1976). Enlightenment and Despair: A History of Sociology. Cambridge: Cambridge University.
- Hughes, John. (1987). The Philosophy of Social Research. London: Longman.
- Irvine, J., I. Miles and J. Evans (eds.) (1979). Demystifying Social Statistics, London: Pluto Press.
- Kuhn, T. S. (1970). The Structure of Scientific Revolutions. London: The University of Chicago Press.



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- Madge, John. (1970). The Origins of Scientific Sociology. London: Tavistock.
- Marsh, Catherine. (1988). Exploring Data. Cambridge: Polity Press.
- Mukherjee, P.N. (eds.) (2000). Methodology in Social Research: Dilemmas and Perspectives: Sage
- Popper K. (1999) The Logic of Scientific Discovery. Routledge.
- Punch, Keith. 1986. Introduction to Social Research, London: Sage.
- Shipman, Martin. (1988). The Limitations of Social Research, Longman.
- Sjoberg, Gideon and Roger Nett. (1997). Methodology for Social Research, Rawat.
- Smelser, N. J. (2013). Comparative Methods in the Social Sciences. Quid Pro Books.
- Srinivas, M.N. and A.M. Shah (1979). Field Worker and the Field. New Delhi: Oxford

**COURSE 13  
CORE COURSE**

**Title: Quantitative Social Research**

**Course Specific Objective:** This course exposes students to the quantitative research methods required for analysis in sociology. It aims to provide an understanding of the formulation of quantitative research questions in terms of statistical concepts. It intends to acquaint the students with the basic statistical tests used in Sociology to answer the quantitative research questions following appropriate research procedures and data collection methods.

**Course Outline:**

**Module I**

1. Assumptions of quantification and measurement
2. Survey techniques
3. Operationalization and Quantitative Research design
4. Sampling design
5. Questionnaire construction, interview schedule
6. Measurement and Scaling
7. Reliability and Validity
8. Limitations of Survey

**Module II**

9. Statistics in social research
10. Measures of central tendency: Mean, Median, Mode
11. Measures of Dispersion: Standard/Quartile Deviation
12. Correlation Analysis: Tests of Significance and Covariance



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### 13. Regression Analysis

#### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Assignments on Portfolio of Questions | 10 Marks |
| 2. End Semester Examination                                   | 40 Marks |

#### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- demonstrate a firm understanding of how the different quantitative research designs be applied to answer a sociological question
- understand potential limitations of specific research design and discuss the implications of these limitations for specific findings
- appreciate the diversity of methodological approaches
- design a quantitative inquiry to answer research questions
- evaluate critically quantitative studies in their field
- identify common pitfalls in designing and implementing quantitative research and a plan to avoid them

#### **Basic Readings**

- Babbie, Earl R. (2012). The Practice of Social Research, Wadsworth Publishing, 13th edition
- Bajaj and Gupta. (1972). Elements of Statistics. S. Chand and Co.
- Bergman, M. M. (Ed.). (2008). Advances in Mixed Methods Research: Theories and Applications. Sage.
- Beteille, A and T.N.Madan. (1975). Encounter and Experience: Personal Accounts of Fieldwork. Vikas Publishing House.
- Bryman, A., & Cramer, D. (1997). Quantitative Data Analysis with SPSS for Windows: A Guide for Social Scientists. Routledge.
- Bryman, Alan. (1988). Quality and Quantity in Social Research. Unwin Hyman.
- De Vos, A. S., Delport, C. S. L., Fouché, C. B., & Strydom, H. (2011). Research at grass roots: A Primer for the Social Science and Human Professions. Van Schaik Publishers.
- Jayaram, N. (1989). Sociology: Methods and Theory. MacMillian.
- Kothari, C.R. (1989). Research Methodology: Methods and Techniques, Wiley Eastern.





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- Panter, A. T., & Sterba, S. K. (Eds.). (2011). Handbook of Ethics in Quantitative Methodology. Taylor & Francis.
- Punch, Keith. (1996) Introduction to Social Research. Sage.
- Shipman, Martin. (1988) The Limitations of Social Research. : Sage.
- Srinivas, M.N. and A.M.Shah. (1979). Fieldworker and the Field. OUP.
- Vogt, W. P. (2007). Quantitative Research Methods for Professionals, Pearson/ Allyn and Bacon
- Williams, W., & Elmore, R. F. (Eds.). (2014). Social Program Implementation: Quantitative Studies in Social Relations. Academic Press
- Young, P.V. (1988). Scientific Social Surveys and Research. PHI LEARNING

**COURSE 14  
CORE COURSE**

**Title: Qualitative Social Research**

**Course Specific Objective:** Qualitative research has a long history in sociology investigating the meanings that people attribute to their behaviour, actions, and interactions. Through different philosophical assumptions about research, the course will address what characterizes qualitative versus quantitative research. It will provide an introductory overview of the principles and practices of qualitative research. Students will explore how people make sense of their lives, and recognise ways in which qualitative research bridges the gap between scientific evidence and the everyday experiences/practices of the people. The students will be introduced to the key concepts underpinning qualitative research and also the methodologies involving action research, case study, ethnographic research, and grounded theory. The course will help the students learn to collect data using fundamental methods like observation, interview and focus groups and become familiar with the techniques of thematic/qualitative data analysis.

**Course Outline:**

**Module I**

- 1) Qualitative Research Techniques
- 2) Techniques and methods of qualitative research.
- 3) Participant observation/ethnography, interview guide
- 4) Case study method
- 5) Content analysis
- 6) Oral history, narratives
- 7) Life history, genealogy



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### Module II

- 8) Methodological dilemmas and issues in qualitative research
- 9) Encounters and experiences in field work
- 10) Qualitative data format and processing.
- 11) Validity and reliability in qualitative research.
- 12) Methods and use of macro-statistics and secondary sources
- 13) Triangulation – Mixing qualitative and quantitative methodologies
- 14) Social Research, Action Research, Participatory Research

### Evaluation:

1. Internal Assessment: Assignments on Portfolio of Questions 10 Marks
2. End Semester Examination 40 Marks

### Course Outcome (Knowledge & Understanding, and Skills):

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

- articulate the key features and benefits of qualitative research and when and how it can be utilized
- identify the appropriateness of these methods for different areas of research and types of research questions
- assess the applicability of a range of core qualitative approaches to their own research topics and understand how these approaches can be applied to conduct effective research
- develop critical skills in interpreting and evaluating reports of qualitative studies

### Basic Readings

- Anzul, M., Ely, M., Freidman, T., Garner, D., & McCormack-Steinmetz, A. (2003). *Doing Qualitative Research: Circles within Circles*. Routledge.
- Brannen, J. (2017). *Mixing Methods: Qualitative and Quantitative Research*. Routledge.
- Bryman, A., & Burgess, B. (Eds.). (2002). *Analyzing Qualitative Data*. Routledge.
- Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Sage
- Denzin, N. K., & Lincoln, Y. S. (2008). *Strategies of Qualitative Inquiry (Vol. 2)*. Sage.
- Denzin, N. K., & Lincoln, Y. S. (2008). *The Landscape of Qualitative Research (Vol. 1)*. Sage.
- Glesne, C., & Peshkin, A. (1991). *Becoming Qualitative Researchers*. Longman.



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- Knowles, J. G., & Cole, A. L. (2008). Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues. Sage.
- Merchant, Betty & Arlette Ingram Willis (Eds) (2000). Multiple and Intersecting Identities in Qualitative Research, Psychology Press
- Miller, T., Birch, M., Mauthner, M., & Jessop, J. (Eds.). (2012). Ethics in Qualitative Research. Sage
- Newman, I., Benz, C. R., & Ridenour, C. S. (1998). Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum. SIU Press.
- Patton, M. Q. (1990). Qualitative Evaluation and Research Methods. SAGE
- Silverman, D. (Ed.). (2016). Qualitative Research. Sage.
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). Introduction to Qualitative Research Methods: A Guidebook and Resource. John Wiley & Sons.

### **COURSE 15** **SUPPORTIVE**

**Title: Dissertation**  
**2 Hours/Week: 2 Credits**

**Course Specific Objective:** The purpose of this course is to enable the students develop deeper knowledge and understanding of the discipline. This course intends to offer the students the opportunity to synthesize the knowledge acquired in the overall programme. The students are provided with the guidelines for preparing a research synopsis which is effectively the plan for the research project. It provides the rationale for the research, the research objectives, and the proposed methods for data collection, its logic of selection and recording formats and/or guides. The synopsis is based on the information provided by the teacher(s) and from secondary sources of information.

### **Course Outline:**

The students are required conceptualize a research problem and prepare a synopsis. This synopsis must cover the entire research design including the statement of the problem, review of literature and methodology. By the end of the third semester, they are expected to prepare the tools of data collection.

### **Evaluation:**

- |                                    |          |
|------------------------------------|----------|
| 1. Internal Assessment:            | 20 Marks |
| 2. Assessment by External Examiner | 20 Marks |
| 3. Viva Voce                       | 10 Marks |



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### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- comprehend the organizing principle guiding the analysis of research
- acquire in-depth knowledge of the major subject/field of study
- learn about legal and ethical frameworks for conducting research
- present and relate research literature to the research question
- learn what a research design proposal should contain and have practical experience with formulating one

### **Basic Readings**

- Blaxter, L. (2010). How to Research. McGraw-Hill Education
- Denscombe, M. (2012). Research Proposals: A Practical Guide, McGraw-Hill Education
- Garson, G. D. (2001). Guide to writing empirical papers, theses, and dissertations. CRC Press.
- Hofmann, A. H. (2014). Scientific writing and communication: papers, proposals, and presentations. OUP.
- Maree, K., & Van der Westhuizen, C. N. (2009). Head start in designing research proposals in the social sciences. Juta and Company Ltd.
- Miller, D. C., & Salkind, N. J. (2002). Handbook of research design and social measurement. Sage.
- Nesi, H., & Gardner, S. (2012). Genres across the disciplines: Student writing in higher education. Cambridge University Press.
- Panter, A. T., & Sterba, S. K. (Eds.). (2011). Handbook of ethics in quantitative methodology. Taylor & Francis.
- Piaw, C. Y. (2012). Mastering research methods. McGraw-Hill.
- Punch, K. (2000). Developing effective research proposals. Sage.
- Smith, N. L., & Krathwohl, D. R. (2005). How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences. Syracuse University Press.
- Thomas, R. M. (2003). Blending qualitative and quantitative research methods in theses and dissertations. Corwin Press.
- Verschuren, P., Doorewaard, H., & Mellion, M. (2010). Designing a research project (Vol. 2) Eleven International Publishing.



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- Weissberg, R., & Buker, S. (1990). Writing up research. Prentice Hall.
- Wolcott, H. F. (2008). Writing up qualitative research. Sage Publications.

**COURSE 16**  
**CORE COURSE**

**Title: Social Construction of Gender**

**Course Specific Objective:** The course begins with the sex-gender system debates. On the one hand through the social constructionist approach it critiques the biological explanations of gender. On the other hand it delineates how the ideology of gender is constructed at the institutional level to work as a patriarchal system as well as how we engage in the reproduction of sexism in our everyday lives. The problem of gender is discussed in relation to its intersections with work and class, reproduction and sexuality, technological advances and globalisation. The course also examines the complex and polyphonic nature of the key theoretical approaches to the study of gender (e.g., those influenced by liberalism, Marxism/socialism, psychoanalysis, radical feminism, post-modernism, and post-colonialism). Without periodizing feminist thought into a progress narrative composed of “waves”, the course intends to read the conceptual linkages between waves of feminist movements and strands of feminist thoughts. It also focuses on the feminist critique of the discipline (where very little of traditional understandings of the social remain unscathed) and charts out the basic principles of feminist methodology.

**Course Outline:**

**Module I**

1. Sex-Gender System, Equality vs. Difference
2. Socialization, Gender roles, Private Public dichotomy
3. Women and Work: Production vs. Reproduction, Household Work, Sexual Division of Labour
4. Technology, Development, Globalization and their impact on women
5. Patriarchy as ideology and practice

**Module II**

1. Feminist critique of Sociological theories
2. Feminist methodology as a critique of sociological methods/methodology.
3. Genealogies of Feminism: Waves (first, second, third waves and post feminisms)
4. Genealogies of Feminism: Conceptual Classifications (Liberal, Radical, Marxist-Socialist, Black, Third-world, French, Queer and Eco Feminism)



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### **Evaluation:**

- |   |          |
|---|----------|
| 1. Internal Assessment: Assignments on Portfolio of Questions | 10 marks |
| 2. End Semester Examination                                   | 40 marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- evolve a critical perspective on gender in society as well as in knowledge production
- address the diversities within feminist thought in terms of epistemological positions as well as the degree of attention to differences among women
- interpret the world from a variety of feminist perspectives, exploring tensions that have inspired new ways of theorizing
- conceptually counter the patriarchal, sexist, misogynist impulses of the society
- develop the skill set to work as gender experts in the fields of: Media (print and electronic, information and communication); Development, Corporate social responsibility; Law; Health care; and Sports

### **Basic Readings**

- Chanter, Tina. (2000). Gender Aporias in *Signs*, Feminisms at a Millennium (Summer), Vol. 25, No. 4, pp. 1237-1241
- Scott, W. Joan. (1986). “Gender: A Useful Category of Historical Analysis” in *The American Historical Review*, Vol. 91, No. 5. (Dec.) pp. 1053-1075.
- Beauvoir, de Simon. (1972). *The Second Sex*, Harmondsworth: Penguin.
- Dworkin, Andrea. (1974). *Woman Hating: A Radical Look At Sexuality* Dutton: New York
- Butler, Judith. (1988). “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” in *Theatre Journal*, Vol. 40, No. 4. (Dec.), pp. 519-531.
- Butler, Judith. (1993). *Bodies that Matter*. New York & London: Routledge
- Rubin, Gayle (1975). “The Traffic in Women: Notes on the ‘Political Economy’ of Sex”, in *Toward an Anthropology of Women*, R. Reiter (ed.), New York: Monthly Review Press.
- Millett, Kate. (1971). *Sexual Politics*, London: Granada Publishing Ltd.



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- Alsop, R. F. and Lennnon, K. (2002) *Theorizing Gender*. Cambridge: Polity.
- Bulbeck, C. (1998) *Re-orienting Western Feminisms: Women's Diversity in a Post-Colonial World*. Cambridge: Cambridge University Press.
- Butler, J. (1990) *Gender Trouble*. London: Routledge
- Connell, R. (1995) *Masculinities*. Berkeley: University of California Press.
- Davis, Angela Y. (1981) *Women, Race and Class*. London: Women's Press.
- Ghosh, A. (2007) *Behind the Veil: Resistance, Women and the Everyday in Colonial South Asia*. Ranikhet: Permanent Black
- Hockey, J., Meah, A. and Robinson, V. (2007) *Mundane Heterosexualities: From Theories to Practices*. London: Palgrave MacMillan.
- Hooks, B (1981) *Ain't I a Woman? Black Women and Feminism*. Boston: Southend.
- Pateman, C. (1989) "Feminist Critiques of the Public/Private Dichotomy" in C. Pateman, *The Disorder of Women: Democracy, Feminism and Political Theory*. Cambridge: Polity.
- Tong, R. (1998) *Feminist Thought 2nd Ed*. Boulder: Westview Press.
- Engels, Friedrich (2010). *The Origin of the Family, Private Property and the State*. Penguin Classics
- Tharu, Susie and Niranjana, Tejaswini. (1996) "Problems for a Contemporary Theory of Gender" in *Subaltern studies IX* ed. Shahid Amin and DipeshChakrabarty. Delhi: Oxford University Press.
- Rajan, R.S. (1993) *Real and Imagined Women: Gender, Culture and Post Colonialism*. London: Routledge.
- Rich, A. (1980) *Compulsory Heterosexuality and Lesbian Existence*. *Signs*. 5(4): 631-660
- Plant, Judith. (1989). *Healing the Wounds: the promise of eco-feminism*
- Simmel, G. (1984). *On Women, Sexuality and Love*. New Haven: Yale University Press
- Mead, M. (1935). *Sex and Temperament in Three Primitive Societies*, New York: William Morrow
- De Beauvoir, S. (1983). *The Second Sex*, Harmondsworth: Penguin. (Book Two)
- Barrett, M. (1980). *Women's Oppression Today*, London: Verso. (Chapters 1 to 4, 6)



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- Jaggar, A. (1983). *Feminist Politics and Human Nature*, Brighton: The Harvester Press
- Smith, Dorothy E. (1999). *Reading the Social: Critique, Theory and Investigations*, Toronto: University of Toronto Press
- Chandra Talpade Mohanty, (1991) *Cartographies of Struggle: Third World Women and the Politics of Feminism in Third World Women and the Politics of Feminism* Chandra Talpade Mohanty, et al. eds. (Bloomington and Indianapolis: Indiana University Press,
- Harding, Sandra.(1987) 'Is there a feminist method?' in S. Harding (ed.), *Feminism and Methodology: Social Science Issues*. Bloomington, Indiana: Indiana University Press.
- Harding, Sandra.(1991) 'Who knows / Identities and feminist epistemology'. In J. Hartman and E. Masser-Davidson (eds.), *(En)gendering Knowledge: Feminists in Academe*. Knoxville: University of Tennessee Press.

**COURSE 17**  
**SUPPORTIVE**

**Title: Gender and Indian Society**

**Course Specific Objective:** This course aims to provide an overview of issues related to gender and sexuality in India from a feminist perspective. The diversity of Indian society will be a lens through which the course will explore the issues. It begins with some basic questions regarding the patriarchal nature of Indian community and state, familial structure and gender roles. The course is also designed to be an introduction to the field of gender and development. As such, it will survey a range of women specific predicaments concerning the issues like ecology, education, work, property, reproduction and sexuality. Finally the course charts out how these issues have been taken up by the different phases of women's movement in India.

**Course Outline:**  
**Module I**

1. Patriarchy and the subordination of women
2. Cultural Symbolism and Gender roles
3. The Family as a site of inequality





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4. Education, work, property and Entitlements

**Module II**

5. State, Environment and Patriarchy
6. Development Policies and Gender Relations
7. Reproduction, Sexuality and Ideology
8. Women's and the LGBT Movements

**Evaluation:**

1. Internal Assessment: Group Discussion - 10 Marks
2. End Semester Examination - 40 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- understand the dynamics of creation and perpetuation of gender inequalities
- intervene into field of inter-disciplinary feminist research, and relevant methodologies
- develop the skills to bring about change, create new areas of services and ultimately impact the policies on women's development
- learn a range of analytical and field-based skills, which will equip them for professional careers in academics, journalism, culture and arts, civil and administrative functions of the government, national and international non-government organisations working on women and gender issues

**Basic Readings**

- Kumar, Radha (2006), The History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1990. New Delhi: Zuban, an imprint of Kali for Women.
- Agnes. F. (2001) Law & Gender Inequality, Oxford University Press, New Delhi
- Geetha, V. (2002) Gender in Theorizing Feminism Series, Stree, Calcutta
- Mohanty, M (ed.) (2006) Class, Caste & Gender, Sage, New Delhi
- Rege. S. (ed.) (2003) Sociology of Gender, Sage, New Delhi



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- Shiva, Vandana (1988) *Staying Alive Woman: Ecology and Survival in India*, New Delhi: Kali for Women Press, pp.1-37, 218-228
  
- Geraldine Forbes: *Woman in Modern India*, Cambridge University Press 1998
  
- Agarwal, Bina. (1998). "Environment, Management, Equity and Eco-feminism: Debating India's Experience." *Journal of Peasant Studies* 25(4):55-95
  
- Vasanth and Kannabiran. K. (2003). 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): *Gender & Caste* (249-60). Delhi: Kali for Women.
  
- Sen, A. (1990). 'Gender and Cooperative Conflicts', in Irene Tinker (ed.): *Persistent Inequalities* (123-49). New York: Oxford University Press
  
- Mazumdar, V and Sharma, K. (1990). 'Sexual Division of Labour and the Subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185- 97). New York: Oxford University Press
  
- Chakravarti, U. (1995). 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30(36): 2248-56
  
- Chowdhry, P. (1997). 'Enforcing Cultural Codes: Gender and Violence in Northern India', *Economic and Political Weekly*, 32(19):10119-28
  
- Palriwala, R. (2000). 'Family: Power Relations and Power Structures', in C. Kramarae and D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vo1.2: 669-74). London: Routledge
  
- Kapur, Ratna (ed.). (1996). *Feminist Terrains in Legal Domains*. New Delhi: Kali for Women. (Chapter 4)
  
- Agnes, F. (1999). *Law and Gender Inequality: The Politics of Women's Rights in India*. Delhi: Oxford University Press
  
- Patricia Oberoi. (1993). *Family, Kinship and Marriage in India*, New Delhi: OUP
  
- Nivedita Menon, *Elusive Woman: Feminism and Women's Reservation Bill in EPW*, 28 October 2000
  
- Seemantini Niranjana, *Transitions and Reorientations: On the Women's Movements in India* in P.R. Desouza (2000) *Contemporary India- Transitions*, New Delhi, Sage Publication
  
- Kumar, Radha. (2001). *From Chipko to Sati: The Contemporary Indian Women's Movement*. In Nivedita Menon (ed.), *Gender and Politics in India*. Delhi: Oxford University Press.



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**COURSE 18  
OPTIONAL**

**Title: Media and Society**

**Course Specific Objective:** This course involves the study of the relationships between media, culture and society covering the history, organization and social roles of the major mass communication media (such as radio, television, motion pictures, print and advertising) operational in India. It also includes the basic theories on mass culture, media analysis and communication as well as the responsibilities and ethics of mass media. The course examines both the cultural and industrial aspects of the media phenomenon. It intends to look at the social and political consequences of the dominance of the privately owned corporate media on a democratic society. The course attempts to develop critical tools to explore how the non-dominant groups including lower caste, class, women and LGBTQ are represented in the media; the role of those representations in the reproduction of inequality and how those representations have changed over time. It also focuses on the evolution of media systems and how inequality of access combined with the proliferation of platforms influence social perceptions and interaction, as well as the social structure.

**Course Outline:**

**Module I**

1. Introduction to Media Studies
2. Media and class, Mass Culture and Popular Culture
3. Perspective in Media
4. Analysis of Media Texts

**Module II**

1. Indian Mass Media - Print, Radio, TV.
2. Social uses and abuses of the Media



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3. Contemporary Indian Cinema
4. Changing Trends of Advertisements in Contemporary India

**Course Outcome (Knowledge & Understanding, and Skills):**

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

- develop an awareness, appreciation, and understanding of the functions, objectives, and responsibilities of the media
- become knowledgeable and self-critical consumers of mass media content
- understand the ways in which media can influence and/or respond to the issues of the minorities in society
- gather, identify and interpret mass media overt and covert messages
- develop skills required in the fields of journalism, media analysis

**Basic Readings**

- Asa Briggs & Peter Burke. (2005). A Social History of the Media. Cambridge: Polity Press.
- Benjamin, Walter. (1969). 'The Work of Art in the Age of Mechanical Reproduction' in Illuminations. New York: Schocken
- David Inglis. (2005). Culture and Everyday Life. Oxon: Routledge.
- David R. Croteau and William Hoynes. (2002). Media/Society: Industries, Images, and Audiences. Third Edition. Thousand Oaks, CA: Sage Publication.
- Hall, Stuart (ed). (2001). Representation. London: Sage.
- Long, Elizabeth (ed). (1997). From Sociology to Cultural Studies. Massachusetts: Blackwells
- Monaco, James. (2009). How to Read a Film (4th edition). New York: Oxford University Press.
- Prasad, Madhava, M. (1998). Ideology of Hindi Film: A Historical Construction. New Delhi: Oxford University Press.
- Viridi, Jyotika. (2003). The Cinematic Imagination: Indian Popular Films as Social History. Ranikhet: Permanent Black.



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- Williams, Raymond. (1974). Television: Technology and Cultural Form. London: Fontana
- Williams, R. 1962 Communications. Penguin: Harmondsworth
- Benjamin, W. 1969. The Work of Art in the age of Mechanical Reproduction. Illuminations. New York; Schocken Books
- Hall, Stuart. (ed). (1997). Representation: Cultural Representation and Signifying practices. Sage publication: London
- Appadurai, A. (1986) The social life of things: commodities in cultural perspective, Cambridge University Press
- Herman, Edward S. and Chomsky, Noam. (1988) Manufacturing Consent: The Political Economy of Mass Media, Pantheon Books
- Desai, A.R. (1948) The Role of the Press in the Development of Indian Nationalism. In Social Background of Indian Nationalism. Bombay: Popular Prakashan
- Kohli, V. (2003) The Indian Media Business. London: Sage
- Jeffrey, Robin. (2000) India's Newspaper Revolution. Capitalism, Politics and the Indian language, New York: St. Martin Press
- Kumar, KJ. (2010) Mass Communication in India, Jaico Publishing House
- Lelyveld, D. (1994) "Upon the Subdominant: Administering Music on All-India Radio." Social Text
- Appadurai, Arjun. (1996) Modernity at Large: The Cultural Dimensions of Globalisation, Oxford University Press
- Uberoi, Patricia. (2006) Freedom and destiny: gender, family, and popular culture in India. Oxford University Press

**COURSE 18**  
**OPTIONAL**

**Title: Sociology of Organization**

**Course Specific Objective:** This course on provides an introduction to the sociological perspectives on the world of organization on both a macro and a micro level. In this course, the students will be exposed to the sociological imagination and sociological concepts to



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consider how 'Organization' is structured by the larger social processes in the society. The course will explore how organization is an expression of meaning and agency among different people and investigate the fact that social inequalities are reflected in unequal opportunities and constraints. It intends to examine the wide range of opportunities for meaningful participation within the community, provided or facilitated by a multitude of organizations, institutions and programmes in many varied occupational sectors. The course attempts to explain that social trends are related to broader tendencies in post-modern societies such as globalisation, privatisation and 'commodification'.

### **Course Outline:**

#### **Module I**

1. Organization as Social System
2. Processes in Organization
3. Organizational Behaviour:
  - a. Organizational Culture
  - b. Values
  - c. Organizational Structure, Design and Strategy
4. Organizational Conflict, Power and Politics

#### **Module II**

5. Organizational Change
6. Organizational Environment and Learning
7. Work and Leisure (Stanley Parker's "influence of work on leisure)
8. Globalization and Work, Trends in Work and Future of Work

### **Evaluation:**

Internal Assessment: Class Assignments	10 Marks
End Semester Examination	40 Marks

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- think critically about the world of organizations
- examine the social trends and the relationships of organizations to the broader tendencies in postmodern societies such as globalisation, privatisation and 'commodification'
- apply some of the major intellectual traditions and approaches within the Sociology of Organizations



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- acquainted with the sociological literature on organizations and demonstrate competence of sociological concepts
- understand the increasing scope and centrality of organizations and analyze the implications of this for social, economic and political life in an increasingly globalized world

### **Basic Readings**

- Brown, R. (2013). Understanding industrial organizations: Theoretical Perspectives in Industrial Sociology. Routledge.
- Philip Hancock, Melissa Taylor (2001). Work Post Modernism and Organisation. Sage.
- Parker, S. R., & Parker, S. (1971). The Future of Work and Leisure (Vol. 5). Praeger Publishers.
- Messenger, J. C., Lee, S., & McCann, D. (2007). Working time around the world: Trends in working hours, laws, and policies in a global comparative perspective. Routledge.
- Schoon, I., & Silbereisen, R. K. (Eds.). (2009). Transitions from School to Work: Globalization, Individualization, and Patterns of Diversity. Cambridge University Press.
- Payne, M., & Askeland, G. A. (2016). Globalization and International Social Work: Postmodern Change and Challenge. Routledge.
- Beck, U. (2014). The Brave New World of Work. John Wiley & Sons.
- Pfeffer, J., & Pfeffer, J. (1981). Power in Organizations (Vol. 33). Marshfield, MA: Pitman.
- Grint, Keith. (2005) The Sociology of Work, Blackwell Publishers

### **COURSE 19** **SUPPORTIVE**

### **Title: Sociology of Work and Industry**

**Course Specific Objective:** The focus of this course is to examine how work developed into its present forms; how it is organized; how individuals experience it; and the essential social relationships and institutional frameworks. This course presents the fundamental concepts and main theories of sociology which analyse work experiences and relations, including the social structures and dynamics. It attempts to integrate sociological factors into the decision-making processes within professional, business organisations and governing institutions. By critically examining key concepts, theories and research findings in the sociology of work



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and industry, the course attempts to provide the students with a deeper understanding of the dynamics of change and continuity, the basis for cooperation and conflict, and the varieties of human experiences in the world of work. Thus, this course aims to equip students with the basic concepts, theories and methods related to industrial sociology, and raise awareness on social factors, namely class, status, power relations, intrinsic and extrinsic job values, as well as alienation and societal conflict.

### **Course Outline:**

#### **Module I**

1. Work
  - a. Notions of work
  - b. Broad trends that affect the study of work
  - c. The occupational structure
  - d. Profession, Professionalism, Service work, Emotional Labour
  - e. Routinization of work
  - f. Occupational Prestige and stigma
2. Classical Theories
  - a. Classical theory: Taylor's Scientific Management Approach; Weber's Bureaucratic Approach; Fayol's Administrative Theory
  - b. Neoclassical Theories: Hawthorn's Approach; Roethlisberger and Dickson
  - c. Modern Theories: The Systems Approach; Socio-technical Approach; The Contingency or Situational Approach; Braverman

#### **Module II**

3. Workplace Culture Power and Control
4. Changing Workplace, Work Force, Work Roles and Life Roles
5. Industrial Relations: An Overview

### **Evaluation:**

- |                                |          |
|--------------------------------|----------|
| 1. Internal Assessments: Essay | 10 Marks |
| 2. End Semester Examination    | 40 Marks |

### **Course Outcome (Knowledge & Understanding, and Skills):**

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

- conceptualise sociological structures and processes within organisations and societies
- understand formal and informal interactions within organisations
- appreciate organisational change, conflict and sanctions
- understand and improve processes of socialization, objectification and institutionalisation





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- realise the impetus of environmental, social, psychological and political factors on the humanisation of work
- understand how the sociological conceptual framework encapsulating labour alienation and sociological anomie affect the intrinsic and extrinsic values related to work
- integrate sociological insights into business, entrepreneurship and good governance
- analyse sociological capacity that is vital for driving business strategies and public policy
- develop and nurture a social conscience which is essential to guarantee human dignity in organisations and establish a healthy and sustainable work ethic

### **Basic Readings**

- Agarwal R.D (1972) Dynamics of Labour Relations in India, A book readings, Tata Mc Graw Hill.
- Aziz Abdul (1984) Labour Problems or Developing Economy, Ashish Publishing House.
- Behari, B. (1976). Rural Industrialization in India. Vikas Publishing House.
- Dhar, P. N. (2003). Evolution of Economic Policy in India: Selected essays. OUP.
- Dunkerley, D. (2013). Occupations and Society, Routledge.
- Giddens, Anthony. (1990). The Consequences of Modernity. Polity Press
- Gilbert S.J (1985) Fundamentals of Industrial Sociology, Tata Mc Graw Hill
- Gisbert Pascal (1972) Fundamentals of Industrial Sociology, Tata McGraw Hill
- Johri, C. K. (1992). Industrialism and Employment Systems in India. Indian Institute of Advanced Study.
- Karnik V B (1970) Indian Trade Union: A Survey, Popular Prakashan.
  
- Kumar, Nagesh and N.S.Siddharthan. (1997). Technology, Market Structure and Internationalization: Issues and Policies for Developing Countries, Routledge
- Laxmanna C et.al, (1990) Workers, Participation and Industrial Democracy. Ajantha Publications
- Miller and Form (1964) Industrial Sociology, Harper and Row
- Parker, S. R. (1977). The Sociology of Industry (Vol. 1). Allen & Unwin.
- Schneider EV (1957) Industrial Sociology, McGraw Hill
- Volti, R. (2011). An Introduction to the Sociology of Work and Occupations. Sage.
- Waters, Malcolm. (1995). Globalization. New York: Routledge and Kegan Paul
- Watson, K Tony, (1995) Sociology, Work and Industry, Routledge Kegan, Paul.



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**COURSE 20  
SUPPORTIVE**

**Title: Dissertation**

**Course Specific Objective:** Students need to develop a solid sociological platform in order to better understand the communities in which they live and work. They will nurture an appreciation of the role played by values, norms and ideologies in organisations and societies which would complement their area of selected study. In this course, the students are required to write a full length dissertation based on the work of an original nature undertaken by them during the course and to present their findings and conclusions in a scholarly manner. The main criteria of assessment of the dissertation are: originality in the approach or content or a comprehensive and self-supporting study of a theme.

**Course Outline:**

The students are required to submit a full-length dissertation based on the synopsis/proposal they submitted in Course XV (3<sup>rd</sup> Semester)

**Evaluation**

1. Internal assessment	20 Marks
2. Assessment by the external examiner	20 Marks
3. Viva voce	10 Marks

**Course Outcome (Knowledge & Understanding, and Skills):**

The students are expected to come out with an understanding of:

- comprehend the differences between the methodologies and can argue for the methodological choices
- gain experience in analysis, interpretation, and writing based on field data
- have practical experiences with interviews and observations
- use a holistic view to critically, independently and creatively identify, formulate and deal with complex issues of doing social research
- clearly present the arguments and conclusions of their findings written and spoken English and vernacular



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### Basic Readings

- Blaxter, L. (2010). How to research. McGraw-Hill Education
- Denscombe, M. (2012). Research proposals: A practical guide: A practical guide. McGraw-Hill Education
- Garson, G. D. (2001). Guide to writing empirical papers, theses, and dissertations. CRC Press.
- Hofmann, A. H. (2014). Scientific writing and communication: papers, proposals, and presentations. OUP.
- Maree, K., & Van der Westhuizen, C. N. (2009). Head start in designing research proposals in the social sciences. Juta and Company Ltd.
- Miller, D. C., & Salkind, N. J. (2002). Handbook of Research Design and Social Measurement. Sage.
- Nesi, H., & Gardner, S. (2012). Genres across the disciplines: Student writing in higher education. Cambridge University Press.
- Panter, A. T., & Sterba, S. K. (Eds.). (2011). Handbook of ethics in quantitative methodology. Taylor & Francis.
- Piaw, C. Y. (2012). Mastering research methods. McGraw-Hill.
- Punch, K. (2000). Developing effective research proposals. Sage.
- Smith, N. L., & Krathwohl, D. R. (2005). How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences. Syracuse University Press.
- Thomas, R. M. (2003). Blending Qualitative and Quantitative Research Methods in Theses and Dissertations. Corwin Press.
- Verschuren, P., Doorewaard, H., & Mellion, M. (2010). Designing a Research Project (Vol. 2) Eleven International Publishing.
- Weissberg, R., & Buker, S. (1990). Writing up Research. Prentice Hall.
- Wolcott, H. F. (2008). Writing up Qualitative Research. Sage Publications.

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