



HSNC University Mumbai

(2020-2021)

Ordinances and Regulations

With Respect to

Choice Based Credit System

(CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course

Sociology

Curriculum – First Year Undergraduate Programmes

Semester-I and Semester -II

2020-21

HSNC University Mumbai

Faculty of Humanities

Department of Sociology
(with effect from the Academic Year 2020-21)
HSNC University Mumbai

Preamble

Sociology as a discipline has had a critical engagement with society and its institutions and social practices. This course aims at imparting a fine understanding of sociological concepts with all its nuances and complexities. The courses at the first year level aim at re-visiting and re-thinking the concepts, processes and learnings in Sociology and about society in general. This in effect would set the stage for a deeper interrogation of critical social processes at higher levels.

A democratic and transparent process of curriculum design was initiated by eliciting meaningful inputs from different constituencies that included current and former students, academics and civil society actors. The final syllabi for both the semesters was put together by a group comprising academics and alumni representatives in the Board of Studies in Sociology.

The syllabi while giving a sense of the history of the discipline of Sociology and its methods of inquiry also reflects critically on the current debates and contestations especially around social institutions and social processes. An intersectional lens along with critical classroom pedagogies will produce an enriching learning environment.

The course is divided into two semesters: Semester I has an introductory course on Sociology and Anthropology and Semester II introduces students to critical issues in Sociology.

The course is also designed to encourage and facilitate the students to use online components launched by the University Grants Commission (UGC) along with MHRD. Students can learn some topics using e-content as resource material in a Flipped Classroom model by watching video lectures/documentaries.

The course will enable students to reflect on their classroom learnings and provide a space for a critical interrogation of the discipline and their everyday life in general. Since the course content has a deep connect to their everyday experiences it will allow for a more immersive learning context and a closer interface with the discipline.

SEMESTER I

INTRODUCTION TO SOCIOLOGY AND SOCIAL ANTHROPOLOGY

Course Objectives:

1. To build a robust sociological imagination
2. To establish links between Sociology and Anthropology so as to foster an interdisciplinary perspective.
3. To impart a critical understanding of sociological and anthropological concepts
4. To equip students to be able to apply classroom learning in their lives and in their chosen field of inquiry

Learning Outcomes

- To critically reflect on the history of the disciplines of Sociology and Anthropology
- To develop an understanding of the relationship between sociology and anthropology especially in relation to methods of inquiry.
- To build a disciplinary foundation for further understanding and application at the micro and macro levels.
- To develop the ability to apply the learnings to everyday worlds

Sr. No	Course Code	Title	Credits	Lectures
1	UH-FSOC-101	Introduction to Sociology and Social Anthropology Paper I	3	48

I. Introduction to Sociology

- 1.1 Genealogies and histories of Sociology
- 1.2 Developing a sociological imagination, outlook and consciousness
- 1.3 Thinking theoretically
- 1.4 Method and practice in Sociology

2. Society

- 2.1 Sociality: What makes us social
- 2.2 Becoming social: Rethinking socialisation practices
- 2.3 Institutional systems
- 2.4 Structures of power regimes

3. Introduction to Anthropology

- 3.1 Colonialism and anthropology
- 3.2 Comparative method
- 3.3 Ethnographic fieldwork
- 3.4 Changing sites: tribe, village, caste, multiple sites

4. Culture

- 4.1 Understanding Culture: Contested discourses
- 4.2 Ideology as Culture/ Culture as Ideology
- 4.3 Cultures and Countercultures / Hegemony and Resistance
- 4.4 Popular Culture

READINGS

Brown, N., McIlwraith, T., & Tubelle de Gonzalez, L. (Eds.). (2020). *Perspectives: An Open Introduction to Cultural Anthropology (2nd Ed.)*. Arlington, VA: American Anthropological Association.

Eller, J.D. (2016). *Cultural Anthropology: Global Forces, Local Lives (3rd Ed.)*. London & New York: Routledge.

Giddens, A and Sutton, P. (2013). *Sociology*. New Delhi: John Wiley and Sons.

Judge,Paramjit. 2015. Dalit Culture and Identity Valorisation and Reconstruction of Tradition among the Chamars in Punjab. *Economic and Political Weekly* L(34)

Macionis , John and Plummer John, (2008) *Sociology : A Global Introduction* (4th edition)Prentice Hall

Sukumar,N. (2015). Why Beef was Banished from My Kitchen. *Economic and Political Weekly* 50(17).

Self Learning Component

The following topics will be covered by the students through lectures, readings and video links available on epgpathshala

<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33>. Self learning will be followed by class discussion

1.1 .Genealogies and Histories of Sociology

P01 Classical Sociological Theory

M05 Debate: Classics, Canons and Founders: A View from the North and the South

3.1 Ethnographic Fieldwork

P03 Methodology of Research in Sociology

M25 Immersion in the Field and Thick Description

FYBA SEMESTER II

Critical Issues in Sociology

Objectives:

- To impart an understanding of social institutions and social processes
- To bring perspectives of those on the social and cultural margins
- To understand the multi-layered nature of social exclusions.

- To develop sharper application of knowledge to understanding inequalities and addressing them

Learning Outcome

- A deeper understanding of discriminatory social processes and social practices
- An understanding of the range and depth of identity based exclusions and marginalisation
- To grasp the importance and contribution of social movements to knowledge making
- To apply the learnings in a transformative manner to their own lives

Sr. No	Course Code	Title	Credits	Lectures
1	UH-FSOC-201	Critical Issues in Sociology – Paper II	3	48

1. Caste

- 1.1 Understanding caste
- 1.2 Caste, Gender and Patriarchy
- 1.3 Anti caste Movements
- 1.4 Caste Today: From Hierarchy to Identity

2. Genders

- 2.1 Biology, Body and Gender
- 2.2 Patriarchal Structures and Gender Regimes
- 2.3 Theorising from movements
- 2.4 Intersectional feminism

3. Race and Ethnicity

- 3.1 Evolution and Eugenics
- 3.2 Colonialism and Imperialism
- 3.3 Geography and Race
- 3.4 Land and Ethnicity

4. Religion

- 4.1 Structure of religion
- 4.2 Religion in India: Perspective of Ambedkar and Gandhi
- 4.3 Secularism
- 4.4 Communalism

READINGS

Burghardt Dubois, W. E. (1898). The Study of the Negro Problems. *The ANNALS of the American Academy of Political and Social Science*, 11(1), 1–23.

<https://doi.org/10.1177/000271629801100101>

Bhargava, Rajeev. (2013). Re-imagining Secularism: Respect, Domination and Principled Distance. *Economic and Political Weekly* 48(50).

Chakravarti, Uma. 2003. Gendering Caste: Through A Feminist Lens. Stree

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241-1299.
doi:10.2307/1229039

Furseth, I. & Repstad, P. (2006). *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*. Ashgate.

Fanon, Frantz. *Black Skin, White Masks*. New York : Grove Weidenfeld, [1991].

Hannah Arendt. "We Refugees." *Altogether Elsewhere: Writers on Exile*. Ed. Marc Robinson. Boston/London: Faber and Faber, 1994. 110-19. Print.

John, Mary (Ed) 2008. *Women's Studies in India: A Reader*. Penguin Books

Kumar, A. (2019). *Radical Equality: Ambedkar, Gandhi and the Risk of Democracy*. Navayana.

Pilcher, Jane and Whelahan, Imelda. 2005. *Fifty key concepts in gender studies*. Sage publications: New Delhi

Ra-McDuie, Duncan. *Debating Racism in Contemporary India*. UK : Palgrave McMillan, [2015]

Shah, Chayanika, R. Merchant, S. Mahajan and S. Nevatia. 2015. *No outlaws in the Gender galaxy*. New Delhi: Zubaan.

Stryker and Whittle (Ed.) 2006. *The Transgender Studies Reader*. Routledge

Walby, Sylvia (1990). *Theorizing Patriarchy*. Blackwell Publishers

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Self learning will be followed by class discussion.

1.3 Caste, Gender and Patriarchy

Paper P10 Sociology of Genders

M 18 Gender and Caste

Gender and Caste, panel discussion on gender and caste by Uma Chakravarti

<https://www.youtube.com/watch?v=rOKDTXgr1BM>

2.4 Intersectional Feminism

P10 Sociology of Genders

M11 Theory of Intersectionality

3.1 Structure of Religion

P12 Religion and Society

M03 Anthropological Approaches to the Study of Ritual and Belief in Non-Western Societies

3.4 Land and ethnicity

P04 Sociology of India

M 37 Conceptualising Ethnicity in India

Evaluation Criteria and Question Paper Pattern-

Division of Marks: 40-60

40 Marks: Continuous Assessment and Evaluation (CAE)

I – 20 Marks – Internal tests

II – 10 Marks – Project/Assignment

III – 10 Marks – Assessment of self-learning component and class participation

60 Marks: Semester End Examination (SEE)

SEE - Marks: 60

Time: 2 hours

The theory paper of 60 marks will have 4 questions of 15 marks each with internal choice.