

SYLLABUS UNDER AUTONOMY

SOCIOLOGY

SEMESTER IV

COURSE: A.SOC.4.01

SOCIOLOGY: THEMES AND ISSUES I

[45 Lectures]

LEARNING OBJECTIVES:

1. To introduce students to the significant themes that contemporary sociology deals with. This will enable students to understand the relevance and applications of sociology in order to choose career possibilities in interest areas.
2. To be able to apply some of the theoretical perspectives learnt in semester III to concretely analyse contemporary issues in a sociological manner.

Unit 1 Political Sociology

[15 Lectures]

- What is political sociology? Its nature, scope and emergence.
- The State and Civil Society and citizenship
- Major theoretical Perspectives-Social Class theory, elite theory and Pluralist theory

Unit 2 Body and Embodiment

[15 Lectures]

- Conceptual distinction
- Sociological approaches-Social Constructionist, Phenomenological and Cultural (briefly from 21st Century Sociology).
- Embodiment and Identity- Contribution of Meenakshi Thapan
- The commodification/objectification of the body -the new biotechnologies and the commodified body

Unit 3 Tourism

[15 Lectures]

- Conceptual Approaches
- Issues in the Sociology of Tourism - the tourist, relations between tourists and host communities, the structure and functioning of the tourist system, and the consequences of tourism (tourism and development), eco-tourism

CIA: Written assignments or presentation

Readings:

Unit 1

1. Atal, Yogesh (ed.). (2009). *Sociology and Social Anthropology in India*. ICSSR: Pearson.
2. Beteille, A. (1999). "Citizenship, State and Civil society". *Economic and Political Weekly* **34** (36)
3. Dhanagare, D.N. (2001). "Civil Society, State and Democracy: Contextualizing a Discourse". *Sociological Bulletin*, **50** (2)
4. Gupta, D. (1996). *Political Sociology in India: Contemporary Trends*. New Delhi: Orient Longman.
5. Jayaram, N. (2005). *On Civil Society: Issues and Perspectives*. New Delhi: Sage Publications India Pvt. Ltd.
6. Kaviraj, S. and S. Khilnani (2001). *Civil Society: History and Possibilities*. New Delhi: Foundation Books Pvt. Ltd.
7. Mahajan, G. (1999). "Civil Society and Its Avatars. What Happened to Freedom and Democracy?" *Economic and Political Weekly*. **34** (20): 1188 – 1196.
8. Rudolph, S. H. (2000). "Civil Society and the Realm of Freedom". *Economic and Political Weekly*. **35** (20): 1762-1769.

Unit 2

1. Sharp, L.A. (2000). "The Commodification of the body and its parts". *Annual Review of Anthropology*. **29**:287–328.
2. Thapan, M. (2004). "Embodiment and Identity in contemporary Society: Femina and the 'New Indian Woman'". *Contributions to Indian Sociology* **38**:411-444.
3. Waskul, D. & Vannini, P. (2006). *The body/embodiment: symbolic interaction and the sociology of the body*. England: Ashgate.

Unit 3

1. Apostolopoulos, Y., Leivadi, S. & Yiannakis. (1996). *The Sociology of Tourism*. London: Routledge.
2. Cohen, E. (1984). "The Sociology of Tourism: Approaches, Issues and Findings". *Annual Review of Sociology* (**10**):273-92.

St. Xavier's College, Mumbai

Dept. of Sociology

ASSESSMENT OF WRITTEN ASSIGNMENT

NAME OF STUDENT: _____

TITLE OF ASSIGNMENT: _____

DATE: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows

100	ASSIGNMENT	80-100% (17 -20Marks)	60-80% (13- 16 Marks)	40- 60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
20 %	ORGANISATION	Effective Presentation, Logical Format, Clear Statement of Ideas, Relevant Details, sequence of information and ideas could be easily followed	Few Problems	Many problems	Inadequate presentation , Ineffective format, Ineffective Communication of Ideas, Lack Relevant Details – But an attempt	No Attempt to organise
30%	CONTENT	Excellent - Impression of wide reading (research), good knowledge and comprehensive Understanding. Evidence of thoughtful input. Bibliography mentioned.	Good	Satisfactory	Poor	Very Poor
50 %	Critical Analysis	Consciousness of different perspectives and assumptions, Ability to critique, Application to contemporary society.	Good	Satisfactory	Poor	Very Poor

TOTAL MARKS FOR WRITTEN ASSIGNMENT: _____ OUT OF 20
COMMENTS: _____

NAME OF FACULTY MEMBER: _____

SIGNATURE: _____

St. Xavier's College – Autonomous, Mumbai
 Department of Sociology and Anthropology
 ASSESSMENT OF ORAL PRESENTATION

Names of the Student:

Title of the Presentation:

Date:

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the position of ticks in the individual rows.

Presentation: 30% marks

30 %	Presentati on	80-00%	60-80%	40-60%	20-40%	0-20%
10 %	Presentati on Skills	Varied rate of delivery, changed pitch for emphasis, no distracting mannerisms, good eye contact, confident body language, connected with the audience	Good but a few weakn esses	Good but a few weaknesse s with one pronounce d weakness	Several weaknesses	No speech variation, distracting mannerism s, no eye contact, dull, and reading form notes/visual aids
10 %	Use of Visuals (Efforts to aid presentati on)	Very good, relevant visuals, good font size/image size, appropriate number of words and images per slide, good colour schemes	Good but a few weakn esses	Good but a few weaknesse s with one pronounce d weakness	Several weaknesses	Very poor visuals, visuals did not contribute to the presentatio n
5%	Timing and pace of talk	Right length and well paced.	Right length but too slow or too rushed	Long or short and too slow or too rushed	Too long or too short	Had to be stopped or less than 50% of the allocated time
5%	Audibility and comprehe nsibility	Very clear and very precise	Clear, quite precise	Almost inaudible and difficult to understand	Almost inaudible or very difficult to understand	Inaudible or completely incomprehe nsible

TOTAL FOR PRESENTATION: _____ OUT OF 6 MARKS.

Content: 70%

35%	Knowledge and	Excellent, impression	Good	Satisfactory	Poor	Very
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	understanding/in novation	of wide reading, good knowledge and complete understanding				poor
10%	Structure of presentation	Excellent, logical structure, clear introduction, body and relevant conclusion, sequence of information and ideas could be easily followed, citation or source material	Good	Satisfactory	Poor	Very poor
5%	Key points/themes	Excellent, identified key points throughout the presentation, did not wander	Good	Satisfactory	Poor	Very poor
10%	Ability to answer questions	Excellent answers, accurate and full of confidence	Good	Satisfactory	Poor	Very poor
10%	Creation of interest/Audienc e participation	Excellent, created interest in the topic	Good	Satisfactory	Poor	Very poor

TOTAL FOR CONTEET: _____ OUT OF 14 MARKS

TOTAL MARKS FOR ORAL PRESENTATION: _____ OUT OF 20 MARKS

COMMENTS:

NAME OF THE FACULTY MEMBER: _____

SIGNATURE: _____

St. Xavier's College, Mumbai
 Dept. of Sociology
GRID FOR THE ASSESSMENT OF TERM END EXAM – SYBA

Unit	Organisation	Content and Understanding	Critical Analysis	Total Marks
	Clear presentation, logical format, lucidity of ideas, relevant details, sequence of information and ideas that can be easily followed.	Comprehensive details, Impression of wide reading (research), good knowledge and evidence of thoughtful input, mention of sources.	Consciousness of the plurality of perspectives and assumptions, ability to critique, application to contemporary society.	
I	3 (20%)	7.5 (50%)	4.5 (30%)	15
II	3 (20%)	7.5 (50%)	4.5 (30%)	15
III	3 (20%)	7.5 (50%)	4.5 (30%)	15
IV	3 (20%)	7.5 (50%)	4.5 (30%)	15
TOTAL MARKS per objective	12	30	18	60
% weightage	20	50	30	100

SYLLABUS UNDER AUTONOMY

SOCIOLOGY

SEMESTER IV

COURSE: A.SOC.4.02

SOCIOLOGY: THEMES AND ISSUES II

[45 Lectures]

Learning Objectives:

1. To introduce students to the significant themes that contemporary sociology deals with. This will enable students to understand the relevance and applications of sociology in order to better choose future subject combinations in the Third Year. This is thus seen as a 'bridge course.'
2. To be able to apply some of the theoretical perspectives learnt in semester III to concretely analyse contemporary issues in a sociological manner.

Unit I: Crime & Law

[15 lectures]

- Law and Society
- Understanding Crime: Approaches - Positivist, Strain, Labelling, & Critical Theories.
- Concrete Issues: Gender, Caste, PIL and Judicial Activism, Judicial Corruption.

Unit II: Education

[15 lectures]

- Role of Education: Functionalist, Liberal and Critical Perspectives.
- Inequalities in Education – gender, caste and class.
- Education and Globalization: Privatization *vis-a-vis* work

Unit III: Peace and Conflict Studies

[15 lectures]

- Peace and Conflict Theories: Ideological, Civilizational, Ethnic, Inequality, Resource Availability.
- Building Peace: Truth and Reconciliation Commissions, Arbitration, Military Interventions, Multilateral Organizations (e.g. UN).
- Actual Case studies (any one): South Africa, Palestine, Kashmir, Post-Soviet Bloc nations.

CIA: Individual/Group Projects.

REFERENCES

Unit I

1. Banerjee, S. (2002). "Judging the Judges," *Economic and Political Weekly*. **37** (10): 919-921.
2. Baxi, P. (2000). Rape, Retribution, State: On Whose Bodies? *Economic and Political Weekly*. **35** (14): 1196-2000.
3. Bhushan, P. (2004) "Supreme Court and PIL: Changing Perspectives under Liberalisation", *Economic and Political Weekly*. **39** (18): 1770-1774.
4. Calavita, Kitty. (2010). *Invitation to law and society : an introduction to the study of real law*. Chicago: University of Chicago Press.
5. Sarat, Austin. (2004). *The Blackwell Companion to Law and Society*. Oxford: Blackwell Publishing Ltd.
6. Sumner, Colin. (2004). *The Blackwell Companion to Criminology*. Oxford: Blackwell Publishing Ltd.
7. Teltumbde, Anand. (2007) "Khairlanji and Its Aftermath: Exploding Some Myths". *Economic and Political Weekly*. **42** (12): 1019-1025.
8. Tierney, John. (2006) *Criminology: Theory and Context*. 2nd ed. New Delhi: Pearson Longman.
9. Upadhyay, Videh. (2000) "Changing Judicial Power: Courts on Infrastructure Projects and Environment". *Economic and Political Weekly*. **35** (43&44): 3789-3792.
10. Walklate, Sandra. (2007) *Understanding Criminology: Current theoretical debates*. 3rd Edition. London: OUP

Unit II

1. Dubey, Akhilesh. (1997). *Commercialisation of Education in India: Policy, Law and Justice*. New Delhi: A.P.H. Pub. Corp.
2. Altbach, Philip G. (2009) The Giants Awake: Higher Education Systems in China and India, *Economic and Political Weekly*: 39-51.
3. Apple, Michael W (ed.). (2010). *The Routledge International Handbook of the Sociology of Education*. New York: Routledge.
4. Deshpande, Satish. (2006). Exclusive Inequalities: Merit, Caste and Discrimination in Indian Higher Education Today. *Economic and Political Weekly*: 2438-2444.
5. Good, Thomas L (ed.). (2008). *21st Century Education: A Reference Handbook*. New Delhi: Sage Publications.
6. Haralambos, M. & Holborn, M. (2000). *Sociology: Themes and Perspectives*. 5th Ed. London: Collins Educational.
7. Jandhyala B.G. Tilak (ed). (2004). *Education, Society and Development: National and International Perspectives*. New Delhi: A.P.H. Pub. Corp.
8. Jayaram, N. (1990). *Sociology of Education in India*. New Delhi: Rawat Publications.
9. Patel, Sujata. (2004). Higher Education at the Crossroads. *Economic and Political Weekly*: 2151-2154.
10. Tilak, J. B. G. (2005). Higher Education in 'Trishanku': Hanging Between State and Market. *Economic and Political Weekly*: 4029-4037.

Unit III

1. Barnett, Jon. (2008). Peace and Development: Towards a New Synthesis. *Journal of Peace Research*, 45(1): 75-89.
2. Boulden, Jane (ed.). (2003). *Dealing with conflict in Africa: the United Nations and regional Organizations*. New York: Palgrave Macmillan.
3. Campbell, P. J. et al (eds.). (2010). *An Introduction to Global Studies*. Oxford: Wiley-Blackwell.
4. Gidron, Benjamin. (2002). *Mobilizing for peace: conflict resolution in Northern Ireland, Israel/Palestine, and South Africa*. New York: Oxford University Press.
5. Humphreys, Macartan. (2005). Natural Resources, Conflict, and Conflict Resolution: Uncovering the Mechanisms. *Journal of Conflict Resolution*, 49(4): 508-537.
6. Jakobsen, Peter Viggo. (2002). The Transformation of United Nations Peace Operations in the 1990s: Adding Globalization to the Conventional 'End of the Cold War Explanation'. *Cooperation and Conflict*, 37(3): 267–282.
7. Juergensmeyer, Mark. (2007) From Bhindranwale to Bin Laden: A search for understanding religious violence. *Religion and conflict in South and Southeast Asia : disrupting violence*. Linell E. Cady and Sheldon W. Simon (eds.). New York: Routledge. 21-30.
8. Ross, Michael L. (2004). “What Do We Know about Natural Resources and Civil War?” *Journal of Peace Research*, 41(3): 337–356.
9. Sen, Amartya. (2008) “Violence, Identity and Poverty”. *Journal of Peace Research*, 45(1): 5–15.
10. Wolff, Stefan. (2006). *Ethnic Conflict: A Global Perspective*. New York: Oxford University Press.

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