



Syllabus
Third Semester Courses in
BA
Department of Sociology and
Anthropology
(June 2024 onwards)

• **Core Courses:**

- UASOC5001CR1 Classical Theories
- UASOC5002CR1 Globalization and Social Trends
- UASOC5001VS1 Sociology of the Body

- Evaluation and Assessment Guidelines



APPROVED SYLLABUS

Shinde

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

BA in Sociology		
Course Title: Classical Theories		Course Code: UASOC5001CR1
Credits: 4 Theory (4) = 60 hours		
No.	Course Objectives	
1.	To introduce students to the classical social theories	
2.	To make students aware of the critical nature of the social sciences and trace this back to the enlightenment period.	
3.	To enable students to see how all social contexts can be analyzed differently based on the perspective one uses.	
CO	Course Outcomes	Bloom's Taxonomy Level (BT level)
	On completing the course, the learner will be able to	
1.	Understand the relevance of the Enlightenment period	Understanding
2.	Apply the critical perspective inherent to social sciences	Applying
3.	Analyse social contexts using various perspectives	Analyzing

UNIT I Weber (15)

- A. Historical Context – Enlightenment and Functionalism
- B. Method – Interpretive understanding (Verstehen), Social Action, Values, Ideal types
- C. The Protestant Ethic and the Spirit of Capitalism, Sociology of Religion.
- D. Power and Inequality, types of leadership, bureaucracy

UNIT II Marx (15)

- A. Historical Context
- B. Dialectical and Historical Materialism
- C. Concepts: Class, Capitalism, Labour Theory of Value, Surplus, Alienation.
- D. Critique, brief introduction to modern variants.

UNIT III Arlie Hochschild and/or Marianne Weber (15)

- A. Historical Context
- B. Concepts: Emotional Labour, Status of women in patriarchal society.
- C. Rights for women and modern variants and global and local applications of these theoretical narratives.



UNIT IV Irawati Karve

(15)

- A. Historical context
- B. Concepts: kinship, marriage, interpretations of our society and its cultural connotations
- C. Implications of these narratives on women's lives

References

1. Abraham, F.. (1982). *Modern Sociological Theory*. Oxford University Press.
- Abraham, Francis. (1991). *Sociological Thought*. Macmillan.
2. Adams, B.N. and Sydnie, R.A. (2001). *Sociological Theory*. Vistaar
3. Connell, R.W. (2005) *Masculinities. 2nd Edition*, University of California Press.
4. Coser, L.A. (1996). *Masters of Sociological Thought: Ideas in Historical and Social Context. 2nd ed.* Rawat Publications.
5. Cuff, E.C. (2005). *Perspectives in Sociology*. Routledge.
6. Farganis, J. (ed.). *Readings in Social Theory: The Classic Tradition to Post-Modernism*. The McGraw Hill Companies, Inc.
7. Fletcher, R. (2000). *The Making of Sociology – A Study of Sociological Theory: Beginnings and Foundations*. Rawat Publications.
8. Layder, D. (2006). *Understanding Social Theory*. 2nd ed. Sage Publications.
9. Raymond, A. (1965). *Main Currents in Sociological Thought. Vol. I & II*, Weidenfeld & Nicolson.
10. Richard, W. (1997). *Sociological Theory: An Introduction to the Classical Tradition*. Broadview Press.
11. Ritzer, G. (ed.). (2003). *The Blackwell Companion to Major Classical Social Theorists*. Blackwell Publishing Ltd.
12. Ritzer, G. (ed.). (2005). *Encyclopedia of social theory*. Vols. 1 & 2. Sage Publications.
13. Turner, J.H. (1999). *The Structure of Sociological Theory*. Rawat Publications.

Evaluation (Theory) UASOC5001CR1: Total marks per course –100

Formative Assessment 'for' Learning
(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Individual/Group Project -20 marks

Summative Assessment 'of' Learning

(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

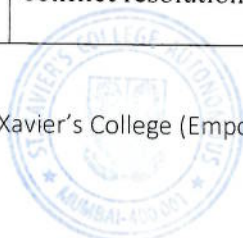
One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 marks.

Distribution of Bloom's Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	30-40%	20-30%	20-30%	-	-

BA in Sociology		
Course Title: Globalization and Social Trends		
Course Code: UASOC5002CR1		
Credits: 4 Theory (4) = 60 hours		
No.	Course 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 analyze contemporary global and transnational issues in a sociological manner.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Recognize the types of institutions and themes that include global, local and 'glocal' social systems	Understanding
2.	Discuss the nature of regional/national power structure and regional/national dynamics in relationship to the global.	Understanding
3.	State and discuss the theoretical principles, scope & assumptions of globalised societies	Understanding
4.	Demonstrate understanding of globalisation with its elements and approaches to social spaces and institutions	Applying
5.	Demonstrate understanding of concepts, principles, process, elements and the strategies of social action within these themes	Applying
6.	Illustrate an insight into the interconnections of globalisation and its influence with lived reality of students in their practice of either education, sport or conflict resolution	Applying



7.	Examine the models and methods of education, peace and conflict resolution and sports as globally influenced sociological themes	Analyzing
8.	Outline a critique on the professional skills and processes that work on policy making and interdisciplinary approaches needed to work in these fields	Analyzing, Creating
9.	Examine the various influences of globalisation in Indian systems over the last 4 decades	Analyzing

UNIT I Sociology of Sport (15)

- A. Sports as a Spectacle, Nation and International Competition.
- B. Body and Gender in Sport
- C. Sports and Global Capitalism

UNIT II Education (15)

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

UNIT III Citizenship: Analytical Dimensions (15)

- A. Foundations of Citizenship
- B. Immigration & Multiculturalism
- C. Neoliberalism & Erosion of Citizenship
- D. Identity and Citizenship

UNIT IV Global conflicts and culture (15)

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



References:

1. Apple, M.W. (ed.). (2010). *The Routledge International Handbook of the Sociology of Education*. Routledge.
2. Altbach, P.G. (2009) The Giants Awake: Higher Education Systems in China and India, *Economic and Political Weekly*: 39-51.
3. Barnett, J. (2008). Peace and Development: Towards a New Synthesis. *Journal of Peace Research*, 45(1): 75-89.
4. Boulden, J. (ed.). (2003). *Dealing with conflict in Africa: the United Nations and regional Organizations*. Palgrave Macmillan.
5. Brubaker, R. (2010). "Migration, Membership, and the Modern Nation-State: Internal and External Dimensions of the Politics of Belonging." *Journal of Interdisciplinary History* 41(1):61-78.
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7. Campbell, P. J. et al (eds.). (2010). *An Introduction to Global Studies*. Wiley-Blackwell.
8. Craig, P. & Beedie, P. (eds.). (2008) *Sport Sociology. Second Ed. Exeter: Learning Matters*.
9. Deshpande, Sa. (2006). Exclusive Inequalities: Merit, Caste and Discrimination in Indian Higher Education Today. *Economic and Political Weekly*: 2438-2444.
10. Fisette, J.L. (2015) "The Marathon Journey of My Body-Self and Performing Identity," *Sociology of Sport Journal*, 32:68-88.
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12. Green, J. (2017). "The Impossibility of Citizenship Liberation for Indigenous People." *In Citizenship in Transnational Perspective*, 175-88. Springer International Publishing.
13. Gidron, B. (2002). *Mobilizing for peace: conflict resolution in Northern Ireland, Israel/Palestine, and South Africa*. Oxford University Press.
14. Honohan, I. (2017). "Liberal and Republican Conceptions of Citizenship" in *The Oxford Handbook of Citizenship* by Shachar, Ayelet, Bauböck, Rainer, Bloemraad, Irene, and Vink, Maarten. Oxford University Press.
15. Humphreys, M. (2005). Natural Resources, Conflict, and Conflict Resolution: Uncovering the Mechanisms. *Journal of Conflict Resolution*, 49(4): 508-537.
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17. Jayaram, N. (1990). *Sociology of Education in India*. Rawat Publications.
18. Jandhyala B.G. Tilak (ed). (2004). *Education, Society and Development: National and International Perspectives*. A.P.H. Pub. Corp.
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20. Jakobsen, P.V. (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.



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22. Kymlicka, W. (2017). "Multiculturalism Without Citizenship?" Pp. 139-161 in *Multicultural Governance in a Mobile World*, e.d. A. Triandafyllidou. Edinburgh University Press.
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28. Sen, A. (2008) "Violence, Identity and Poverty". *Journal of Peace Research*, 45(1): 5-15.
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31. Volpp, L. "Feminist, Sexual, and Queer Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
32. Wolff, S. (2006). *Ethnic Conflict: A Global Perspective*. Oxford University Press

Evaluation (Theory) UASOC5002CR1: Total marks per course –100

Formative Assessment 'for' Learning

(continuous internal assessment - CIA to improve learning).

CIA- 40 marks

CIA 1: Written test -20 marks

CIA 2: Individual/Group Project -20 marks

Summative Assessment 'of' Learning

(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 60 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 marks.

Distribution of Bloom's Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-40%	20-40%	20-40%	-	0-5%

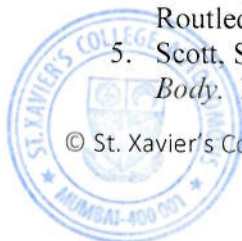
BA in Sociology		
Course Title: Sociology of the Body		Course Code: UASOC5001VS1
Credits: 2 Theory (2) = 30 hours		
No.	Course Objectives	
1.	To explore the significance of the body in everyday life	
2.	To decode the social construction of perceptions around bodies	
3.	To understand the various ways that embodiment affects social interaction	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Question some of their prejudices about the social body	Understanding
2.	Analyse the skewed representation of bodies in popular media	Applying, Analyzing
3.	To critically reevaluate the presentation of bodies	Evaluating

UNIT I Introduction to Concepts (15)
 A. Body, Embodiment and Agency
 B. Objectification and Commodification
 C. Habitus and Biopower

UNIT II Bodies We See (15)
 A. Aesthetic, Acceptable and "Disabled" bodies
 B. Body and Labour
 C. Re-presenting bodies

References:

1. Boero, N. & Mason, K (eds.). (2021). *The Sociology of Body and Embodiment*. Oxford University Press.
2. Buroway, M. (2016). Sociology as a Vocation. *Contemporary Sociology*, 45 (4), 379-393.
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4. Hadas, M. (2021). *Outlines of a Theory of Plural Habitus: Bourdieu Revisited*. Routledge.
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Evaluation (Theory) UASOC5001VS1: Total marks per course – 50

Formative Assessment 'for' Learning
(continuous internal assessment - CIA to improve learning).

CIA- 20 marks

CIA 1: Written test -20 marks

Summative Assessment 'of' Learning
(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 30 marks

One question from each unit for 15 marks, with internal choice.
Total marks per question with choice 30 marks.

Distribution of Bloom's Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	20-30%	20-30%	20-30%	-	-



APPROVED SYLLABUS



Syllabus
Third Semester Courses in
BA
Department of Sociology and
Anthropology
(June 2025 onwards)

- **Core Courses:**
 - UASOC5001SE1 Sociology on Stage

- Evaluation and Assessment Guidelines



APPROVED SYLLABUS

Hinde

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

BA in Sociology		
Course Title: Sociology on Stage		Course Code: UASOC5001SE1
Credits: 2. Theory (2) = 30 hours		
No.	Course Objectives	
1.	Understand nuances of personal and social behaviour	
2.	Analyse visual artefacts as representations of everyday power relations	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Understand the power dynamics in social relations	Understanding
2.	Examine the role of art and media in everyday life	Applying, Analyzing
3.	Create a sociologically sound piece of art	Evaluating, Creating

UNIT I Dramaturgy (15)
 A. The Presentation of Self in Everyday Life
 B. Power, Hierarchy and Domination
 C. Politics of representation

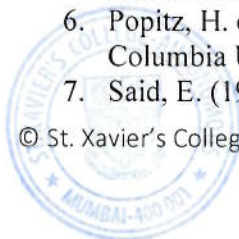
UNIT II Social Institutions and Structures (15)
 A. Construction of the "Other"
 B. Case studies (Theatre plays and feature films)
 C. Creating Art/Content

Case Studies:

1. Selected plays by Mahesh Dattani
2. Newton (2017), dir. Amit Masurkar
3. Court (2014), dir. Chaitanya Tamhane

References:

1. Buroway, M. (2016). Sociology as a Vocation. *Contemporary Sociology*, 45 (4), 379-393.
DOI: 10.1177/0094306116653958
2. Dattani, M. (2000). *Collected Plays*. Penguin.
3. Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Knopf Doubleday Publishing Group
4. Hunt, S. B. (2016). *Hindi Dalit Literature and the Politics of Representation*. Routledge India
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6. Popitz, H. et al (2017). *Phenomena of Power. Authority, Domination, and Violence*. Columbia University Press.
7. Said, E. (1978). *Orientalism*. Pantheon Books.



Evaluation (Theory) UASOC5001SE1: Total marks per course – 50

Formative Assessment ‘for’ Learning

(continuous internal assessment - CIA to improve learning).

CIA- 20 marks

CIA 1: Written test -20 marks

Summative Assessment ‘of’ Learning

(focus on outcomes, quantitative data for outcomes of instruction).

End Semester Examination – 30 marks

Creative Assignment

Distribution of Bloom’s Taxonomy levels for the assessment

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	-	15-20%	20-30%	20-30%	10-20%	10-20%



APPROVED SYLLABUS