



Goa University

Sub P.O. Goa University, Taleigao Plateau, Goa 403 206, India

Syllabus of M. A. (Sociology) Programme Implemented from the Academic Year 2011-2012

Purpose

This programme aims to impart advanced training in sociological knowledge use and also guide students in sociological knowledge production. The teaching programme in Sociology blends classical foundations with contemporary developments and debates. Substantively, moving beyond its disciplinary confines, the programme seeks to promote teaching and research on contemporary Goa through transdisciplinary perspectives.

Prerequisites

Those with Bachelor of Arts degree with Sociology as one of the optional courses in Third Year BA are eligible to apply for admission. However, the graduates in any discipline too can apply under the Change of Subject/Faculty Facility.

Credits and distribution of credits in Semesters

In order to qualify for MA degree in Sociology a student has to successfully complete 80 credits in four semesters. In each semester a student has to study two compulsory courses carrying four credits each and optional courses of twelve credits. Credits assigned to optional courses vary from two to four. The compulsory courses have the code numbers from SOC 01 to SOC 08 (Sociology Compulsory one to eight) and optional courses have the code numbers from SOO 01 to SOO 16 (Sociology Optional one to sixteen). In addition to these optional courses, under the auspices of the Centre for Women's Studies, the Department is offering two optional courses, WS 01 and WS 02 (Women's Study one and Women's Study two). Students may take optional courses from other departments up to a maximum of 20 credits.

Dissertation and Field work

In semesters three and four a student may opt for writing a dissertation equivalent to twelve credits. The department encourages students to take field work based dissertations.

M. A. (Sociology) List of Courses

In the following tables, L refers to lectures. Description of a course appears on the page number listed in the tables.

Compulsory Courses

Two compulsory courses will be offered in each semester.

Course Number and Name	L hours per week	Credits	Page number
SOC 01 Classical Sociology	4	4	4
SOC 02 Sociology of Indian Society	4	4	6
SOC 03 Schools of Sociological Theory	4	4	7
SOC 04 Philosophy of Social Science	4	4	8
SOC 05 Current Debates in Social Theory	4	4	9
SOC 06 Political Sociology	4	4	10
SOC 07 Sociology of Religion	4	4	11
SOC 08 Globalisation and Development	4	4	12

Optional Courses (a student must choose at least 28 credits from the Department of Sociology. Remaining 20 credits they may opt from other departments)

Course Number and Name	L hours per week	Credits	Page Number
SOO 01 Producing Knowledge: Reading and Writing Social Research	4	4	13
SOO 02 Globalisation and the New Media	Four Full Days	2	14
SOO 03 Sociology of Work	4	4	17
SOO 04 The Indian Diaspora	4	4	18
SOO 05 Migration and Society in Goa	2	2	20
SOO 06 Food, Society, and Culture	4	4	21
SOO 07 Language and Society	4	4	22
SOO 08 Social Movements and Revolutions	4	4	23
SOO 09 Sociology of Tribes	4	4	25
SOO 10 Goa: The Local and the Global	4	4	26
SOO 11 Ecology and Society	4	4	28
SOO 12 Qualitative Research	2	2	30
SOO 13 Agrarian Social Structure and Change	2	2	31
SOO 14 Nation-state and Refugees	2	2	32
SOO 15 Tourism and Modernity	2	2	33
SOO 16 Culture, Development, and Tourism	2	2	34

<u>WS 01 Women's Movement in India: Concepts, Struggles, and Transitions</u>	4	4	35
<u>WS 02 Gender Issues in Goa</u>	4	4	36

SYLLABUS OF THE M. A. SOCIOLOGY PROGRAMME

COMPULSORY COURSES

SOC: 01 Classical Sociology

Credits: 04

Complexity level: 100

Hours: 60

The main focus of this course will be to introduce students to the theories and perspectives of the three major founders of sociological thought: Karl Marx, Max Weber, and Emile Durkheim. The course will invite students to engage with theory through examining its application to contemporary concerns, and issues they may be familiar with. The attempt is to make the discussion relevant and inviting students to re-examine their perception that sociological theory is overly abstract and difficult. The course requires students to understand the classical canons and so also to expand the canons by looking at the perspectives offered by Freud, the feminist and a critique of the universalising claims of classical sociology.

- Theory and Modernity 07 hours
 - Enlightenment and Social evolution
- Karl Marx 15 hours
 - Materialist conception of History
 - Typologies of Society
 - Class Struggle and alienation
- Emile Durkheim 15 hours
 - Social facts and the sociological method.
 - Analysis of Solidarity
 - Religion and Collective representation
- Max Weber 15 hours
 - Social Action
 - Types of Authority
 - Religion and economy
 - The iron cage
- Differing perspectives 08 hours
 - Freud and the unconscious
 - Feminist critique of classical theory
 - Provincialising Europe: Marx, Weber and Durkheim
 - Gandhi and Hind Swaraj

Essential reading:

Aron, Raymond: *Main Currents in Sociological thought*, (2 Vols.). Middlesex: Penguin Books, 1967 (1982 reprint)

Coser, Lewis A.: *Masters of Sociological Thought*. Harcourt: Brace Jovanovich, 1977.

Morrison, Ken, *Marx, Durkheim, Weber: Formations of Modern Social Thought*. London: Sage, 1995.

Ritzer, George: *Sociological Theory*. New York: McGraw-Hill, 1992.

Additional reading:

Craib, Ian: *Classical Sociological Theory*. U.K.: Oxford University Press, 1997.
Gandhi, M K: *Indian Home Rule or Hind Swaraj*. Ahmedabad: Navajivan Publishing House, 1938. (Original edition.) This text can be accessed online at <http://www.arvindguptatoys.com/arvindgupta/hindswaraj.pdf>.
Giddens, Anthony: *Capitalism and Modern Social Theory*. U.K: Polity Press, 1971.
Goodwin, Glenn A & Scimecca, Joseph A.: *Classical Sociological Theory-Rediscovering the Promise of Sociology*. Australia: Thomson/Wadsworth, 2006.
Johannes, Fabian: *Time and the Other: How Anthropology Makes Its Object*. New York: Columbia University Press, 1983.
John, Hughes: *Understanding Classical Sociology*. London: Sage Publication, 1995.
Kimmel, Michael S: *Classical Sociological Theory*. New York: Oxford University Press, 2007.
Said, Edward: *Orientalism*, New York: Vintage Books, 1979.

Films:

Mark Achbar, Jennifer Abbot & Joel Bakan: *The Corporation*. Big Picture Media, (2003)
Charlie Chaplin: *Modern Times* (1936)
Akira Kurosawa: *Rashomon* (1950)

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SOC 02: Sociology of Indian society

Credits: 04

Complexity level: 100

Hours: 60

This course is an introduction to the sociology of Indian society. It traces the origin of the sociological tradition in India, examines the concerns and contributions of the pioneers and illustratively reviews the works of scholars presenting the field-view (as contrasted from the book-view) of Indian society. The course is not so much concerned with what have been studied, as much as why and how they have been studied. It concludes with a reflection on sociology for India.

- Emergence of sociology as a discipline in India 10 hours
- The contributions of pioneers 15 hours
- Theoretical Perspectives 15 hours
- Field-view of Indian society 15 hours
- Sociology for India: The continuing debate 05 hours

Essential reading:

Dhanagare, D.N.: *Themes and perspectives in Indian sociology*. Jaipur and New Delhi: Rawat Publications, 1993.

Madan, T.N.: *Pathways: Approaches to the study of society in India*. New Delhi: Oxford University Press, 1995.

Singh, Yogendra: *Indian sociology: Social conditioning and emerging trends*. New Delhi: Vistaar, 1986.

Additional reading:

Contributions to Indian sociology (Relevant issues).

Fuller, C.J.: *Caste today*. New Delhi: Oxford University Press, 1997.

Madan, T. N.: *Sociological Traditions: Methods and perspectives in the Sociology of India*. New Delhi: Sage, 2011.

Mukherjee, Ramkrishna: *Sociology of Indian sociology*. New Delhi: Allied, 1979.

Singh, Yogendra: *Modernization of Indian tradition*. Jaipur and New Delhi: Rawat Publications, 1984.

Srinivas, M. N.: *The remembered village*. Delhi: Oxford University Press, 1976.

Srinivas, M.N.: *Caste: Its twentieth century avatar*. New Delhi: Viking Penguin, 1996.

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SOC: 03 Schools of sociological theory

Credits: 04

Complexity level: 100

Hours: 60

This course is intended to introduce students to the schools of thought that have dominated sociology in the latter half of the 20th century. The course will examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical schools in understanding social structure and change.

- Nature of sociological theory 05 hours
- Structural theory in anthropology 10 hours
- Functional theory in sociology 10 hours
 - Functionalist action system: T. Parsons
 - Codification of functional analysis: R. K. Merton
 - Neo-functionalism: J. Alexander
- Structuralism 05 hours
- Conflict theory 10 hours
 - Dialectics of conflict: R. Dahrendorf
 - Functional analysis of conflict: L. Coser
- Symbolic interactionism 10 hours
- Phenomenology 05 hours
- Critical theory and neo-Marxism 05 hours

Basic reading:

Collins, Randall: *Sociological theory* (Indian edition). Jaipur and New Delhi: Rawat, 1997.

Ritzer, George: *Sociological theory* (3rd edition). New York: McGraw-Hill, 1992.

Turner, Jonathan H.: *The structure of sociological theory* (4th edition). Jaipur and New Delhi: Rawat, 1995.

Additional reading:

Alexander, Jeffrey C.: *Twenty lectures: Sociological theory since world war II*. New York: Columbia University Press, 1987.

Craib, Ian: *Modern social theory: From Parsons to Habermas* (2nd edition). London: Harvester Press, 1992.

Zeitlin, Irving M.: *Rethinking sociology: A critique of contemporary theory* (Indian edition). Jaipur and New Delhi: Rawat.

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SOC 04: Philosophy of social science

Credits: 04

Complexity level: 200

Hours: 60

Teaching and research programmes in sociology as a social science raise several philosophical questions. The process and procedures of knowledge production, explanation and understanding, the ethics of social science practice, and social construction and social bases of knowledge are some such issues. This paper seeks to familiarise the students with these issues.

- Modernity, philosophy, and sociology 10 hours
- Positivism, causality and its critique 15 hours
- Hermeneutics, interpretation and subjectivity 15 hours
- Structuralism and cultural analysis 15 hours
- Postmodernism and relativism 05 hours

Essential reading:

Benton, Ted and Craib, Ian. *Philosophy of social science: The philosophical foundations of social thought*. New York: Palgrave, 2001.

Bleicher, Josef. *Contemporary hermeneutics: Hermeneutics as method, philosophy and critique*. London: Routledge and Kegan Paul, 1980.

Mantzavinos, C. (ed.). *Philosophy of the social sciences: Philosophical theory and scientific practice*. Cambridge: Cambridge University Press, 2009.

Truzzi, Marcello: *Verstehen: Subjective Understanding in the social sciences*. Philippines: Assison-Wesley Publishing Company, Inc, 1974.

Additional reading:

Hollis, Martin. *The philosophy of social science: An introduction*. Cambridge: Cambridge University Press, 1994.

Nagel, Ernest: *The structure of science*. New Delhi: Macmillan, 1979.

Ryan, Alan: *The philosophy of social sciences*. London: Macmillan, 1970.

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SOC 05: Current debates in social theory

Total Credits: 04

Complexity level: 100

Total Contact Hours: 60

Current concerns in sociological theory are a response to the dualisms generated by conventional theory. Contemporary efforts range from attempting to integrate the dualisms to abolishing the category of the social itself. This course is an introduction to such efforts and is meant to provide a flavour of current discussions.

- Introduction: Modernity and dualisms 05 hours
- Integrating the subjective and the objective 25 hours
 - Pierre Bourdieu
 - Anthony Giddens
 - Jurgen Habermas
- Norbert Elias: Process sociology and macro-micro integration 05 hours
- Contemporary reflections on modernity: Giddens, Ritzer, and Bauman 15 hours
- Postmodernism and post-structuralism 05 hours
- Theorising contemporary India 05 hours

Essential reading:

- Adams, Bert, N. and Sydie R. A. *Sociological theory*. New Delhi: Vistar Publications, 2001.
- Boron, Atilio: 'A sociological theory for the 21st century?' in *Current Sociology*. October 1999. 47: 47-64.
- Das, Veena: *Critical events: An anthropological perspective on contemporary India*. New Delhi: OUP, 1995.
- Ritzer, George: *Modern sociological theory*. New York: McGraw-Hill Companies, 1996.

Additional reading:

- Bourdieu, Pierre: *Outline of a theory of practice*. London: Cambridge University Press, 1977.
- Layder, Derek: *Understanding social theory*. London: Sage, 1994.
- Giddens, Anthony and Jonathan H. Turner (eds.): *Social theory today*. Stanford: Stanford University Press, 1987.
- Giddens, Anthony: *The constitution of society: Outline of the theory of structuration*. Berkley: University of California Press, 1984
- Habermas, Jurgen: *The philosophical discourses of modernity: Twelve lectures*. Mass.: MIT Press, 1987
- Scott, Lash: *Sociology of postmodernism*. London: Routledge, 1990.
- Uberoi, Patricia, Sunder, Nandini, and Deshpande, Satish: *Anthropology in the East: Founders of Indian sociology and anthropology*, Delhi: Permanent Black, 2007.

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SOC 06: Political sociology

Credits: 04

Complexity level: 100

Hours: 60

This course situates itself at the interface of society and polity in post-independent India while being sensitive to the particularities of its historical existence. The objective is to equip the students with a critical understanding of the contemporary processes of socio-political change. The course also touches upon some of the problematic aspects of the enterprise of nation-building.

- Introduction: Nature and scope of political sociology 05 hours
- Basic concepts 15 hours
 - Power and authority
 - Elite and masses
 - State and stateless societies
 - Nation state and citizenship
- Politics of religion, gender, and language in India 15 hours
- Dynamics of power and social change in India 10 hours
- Dialectics of State and Civil Society 10 hours
- Nation-State and Ideology in India 05 hours

Essential reading:

Chatterjee, Partha: *The nation and its fragments*. New Delhi, Oxford University Press, 1993.

Chatterjee, Partha (ed.): *State and politics in India*. New Delhi: Oxford University Press, 1997.

Gupta, Dipankar: *Political Sociology*. New Delhi: Orient Longman, 1995.

Additional reading:

Baxi, Upendra and Bhikhu Parekh (eds.): *Crisis and change in contemporary India*. New Delhi: Sage, 1995.

Brass, Paul R.: *The politics of India since independence*. London: Cambridge University Press, 1992.

Jayaram, N.: *On Civil Society-Issues and Perspectives*. New Delhi: Sage Publications, 2005.

Kaviraj, Sudipta.: *State and politics in India*. New Delhi: Oxford University Press, 1997.

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SOC 07: Sociology of religion

Credits: 04

Complexity Level: 100

Hours: 60

Religion is a ubiquitous phenomenon and its relation to society, culture and polity raises important sociological issues. This paper introduces the students to the subfield of sociology of religion. After analysing the basic concepts and key interpretations of religion, it focuses on the interface between religion and society in India and the contestation over religion in contemporary times. It concludes with an analysis of social change in relation to religion. While the canvas of the paper is pan Indian, it draws illustrations from Goa.

- The scope of sociology of religion 05 hours
- Conceptual clarifications and methods in studying religion 20 hours
 - Belief systems, magic and religion
 - Elements of religious experience
 - Typology of religions
- Sociological interpretations of religion: Durkheim, Weber, Marx, and Levi-Strauss 20 hours
- Contestations over religion in India 10 hours
- Social change and religion 05 hours

Essential reading:

D'Souza, Leela: *The sociology of religion: A historical review*. Jaipur: Rawat Publishers, 2005.

Madan, T.N. (ed.): *Religion in India* (enlarged edition). New Delhi: Oxford University Press, 1992.

Roberts, Keith A.: *Religion in sociological perspective*. Homewood, Ill.: The Dorsey Press, 1984.

Additional reading:

Baird, Robert D. (ed.): *Religion in modern India* (3rd. revised edition). New Delhi: Manohar, 1995.

Beckford, James, A. and Demerath III N. J. (eds.): *The sage handbook of the sociology of religion*. New Delhi: Sage Publications, 2007.

Jones, Kenneth W.: *Socio-religious reform movements in British India (The New Cambridge History of India III-1)*. Hyderabad: Orient Longman, 1989.

Muzumdar, H.T.: *India's religious heritage*. New Delhi: Allied, 1986.

Turner, Bryan S.: *Religion and social theory* (second edition). London: Sage, 1991.

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SOC 08: Globalisation and development

Credits: 04

Complexity level: 100

Hours: 60

The course begins with the origin and growth of the concept of development. It briefly examines Post World War II theories of development, and how these theories came to be constituted as a separate branch of study. The course emphasises the context of globalisation and the integration of developmental concerns into mainstream social theory, including a critique of the project development.

- Progress and development: Measuring progress 10 hours
- Neo-colonialism 05 hours
- Modernisation theory 15 hours
 - Structuralism and dependency theory
 - Development as entitlements and basic needs
- Globalisation 15 hours
 - The Sociology of Globalisation
 - Globalisation and development
- Post colonial societies: condition and discourse 10 hours
- Deconstructing development 05 hours

Essential reading:

Preston, P.W.: *Development theory - An introduction*. Oxford: Blackwell, 1996.

Preston, P.W.: *Theories of development*. London: Routledge, 1982.

Webster, Andrew: *Introduction to the sociology of development*. London: Macmillan, 1984.

Additional reading:

Escobar, Arturo: *Encountering development: The making and unmaking of the third world*. Princeton: Princeton University Press, 1995.

Hoogvelt, Ankie: *Globalisation and the postcolonial world - The new political economy of development*. London: Macmillan, 1997.

Hoogvelt, Ankie: *The sociology of development*. London: Macmillan, 1978.

Kintching, Gavin: *Development and underdevelopment in historical perspective*. London: Methuen, 1984.

Scott, Lash: *Sociology of postmodernism*. London: Routledge, 1990.

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OPTIONAL COURSES

SOO 01: Producing Knowledge: Reading and Writing Social Research

Credits: 4

Complexity level: 100

Hours: 60

The course is an introduction to epistemological, methodological, and political aspects to the production of knowledge in contemporary times. The course will centre around two instruments: (1) A set of published papers and knowledge artefacts which will be analysed i.e. to function as models and (2) The design and execution of a dummy research project. Research is a kind of writing and the course will also introduce students to the blurring of the differences between University research and other forms of knowledge production.

- Research as a kind of Writing 10 hours
- Different ways of Knowing 05 hours
- Quantitative Versus Qualitative Data Collection 05 hours
- The Survey Methods (from Research questions to data analysis) 15 hours
- Ethnographic methods 15 hours
- Post positivist approaches 10 hours

Selected Books:

Denscombe, Martyn: *The Good research guide for small-scale social research projects*, Second edition, Philadelphia: Open University Press, 2003.

McNeill, Patrick: *Research Methods*, London: Routledge, 1999

Perti, Alasuutari: (ed), *The Sage Handbook of Social Research Methods*, , London: Sage Publication, 2009.

Social Research Methods/Reading and Writing Social Research:

http://en.wikibooks.org/wiki/Social_Research_Methods/Reading_and_Writing_Social_Research#Regular_School_Paper_vs._Research_Paper accessed on 13 March 2011

Trochim, W. M. K. & Donnelly, J.P: *The Research Methods knowledge base* (3rd ed.). Mason: OH: Thomson, 2007. This text can be accessed online at <http://www.socialresearchmethods.net/kb/>

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SOO 02: Globalisation and the New Media

Credits: 02

Complexity level: 100

Hours: 30

Duration: This is a four full days' course spread over two weekends (Saturdays and Sundays). Approximately 30 hours (see schedule below)

Course Description:

“Digital Story Telling” is another name for this course. We live in a world that privileges images over text. This is a hands on workshop that introduces you to new ways of expressing yourself with the use of digital technologies. It supports multimodal thinking, creativity (visual and oral in addition to written) and engagement in collaborative work. It lead to development of both traditional literacies and towards multimedia fluency (new literacies). You will learn a bit about the grammar of image, the tension between image and text, as a means needed to read New Media.

This Workshop is to help each participant design and produce her own 3-5 minute digital story. You will learn the techniques of writing interesting and powerful stories. You will craft and record and edit your narrative with background music if you wish in freely available software. You will collect still images and fresh photographs (including, if you desire, digital images made with a cell phone) and perform basic computer editing of images to illustrate your story. You will be guided on how to use simple user-friendly software to make your digital story.

Story telling can be a particularly creative way of telling and explaining complex social processes and issues – sometimes far richer than reports or dissertations.

The social objective of digital storytelling is to spread the creative use of computer and internet technology to enhance democracy by allowing diversity in story telling, report writing etc. In turn this means that those outside the centres of power, those who live in villages or young or who do not speak English or do not speak ‘well’ or whatever and who do not often have their voices heard, may get a chance to tell their story rather than be drowned out by those who have control in the publishing world.

Digital Story Telling encourages Deep Learning which involves reflection, is developmental, is integrative, is self-directive, and is life-long

Goals of the course: The purpose of this course it to teach students elements of the falling skills:

- a. Narratives and their structure
- b. Voice recording and editing
- c. Picture selection and basic editing
- d. Constructing a time line
- e. Recognising the tension and integrating text, voice and visual
- f. Using free ready to use software for merging sound and images.
- g. Broadcasting yourself by uploading your story on YouTube and a special blog.

What is expected at the end of the workshop?

From You: A short digital story that tells one of your stories that will be put up on the Departments Blog.

Who can participate?

Every one of us has an intuitive sense of the power of the story.

However as humans most of us carry around a little voice, the editor, that tells us that what we have to say is not entertaining or good enough to be heard. That editor is a combination of everyone in our lives who has diminished our sense of creative ability, from family members, to teachers, to employers, to the society as a whole. As adults and young adults we have learnt that our voice must be authoritative as in our letters, classes, exams, or assignments. So time spent in creative endeavours such as ‘story telling’ is generally considered frivolous and marginal by our society, and hence few pursue it. But the power in our voice changes when we do learn to be sensitive to ourselves and trust that the stories we tell are vital, emotionally powerful, and unique. (Digital Story Telling Centre)

Therefore anyone one who is willing to open and explore this more creative and artistic dimension of themselves is welcome.

Number of Participants

The maximum number of participants shall be Eight per course. If enrolment exceeds eight a separate course will be held

Language: You can work in any language of your choice.

Schedule

DAY-1 Structured work	0.5 hours	Introduction
	1 hours	Viewing prior existing work
	2 hours	Writing your story draft
	1.5 hours	Introducing Photoshop
	2 hour	7 Elements of story telling
	0.5 hours	Impressions. Evaluation & Suggestions
DAY-2	2.0 hours	Introducing Audacity software and free music
	2.0 Hour	How to prepare your story board (complete it at home)
	3.5 hrs	Introducing Phtotostory software – make a short film.
	0.5 hours	Impressions. Evaluation & Suggestions
Work at Home over the week		Complete your story: Since we are working on pieces that will be 3 - 5 minutes long, Final scripts should be neatly written or typed of about 250 words Students should also collect and bring photographs, artwork, letters, and other flat items to scan (about 20-30 items maximum)
DAY 3	1.5 hour	Recording your voice using audacity
	3.5 hours	Each student will input of source material the

	(unstructured lab work)	Computer Each taking turns in scanning, sizing images in Photoshop, capturing soundtrack audio and video, and recording voice-overs.
	2 hours	Begin rough edit in Digital video editing software
	0.5 Hours	Impressions. Evaluation & Suggestions
DAY 4 Unstructured Work in the Lab	1.5 hour	Continue editing in slides and sounds
	0.5 hour	Complete Second Edit
	1.0 hours	Introducing transitions and effects for your work in including image pan, zoom and titles
	3.0 Hours	Final Edit and Review
	1.0 Hours	Presentation of your work and discussion
	0.5	Impressions. Evaluation & Suggestions

The end of each day is reserved for you to share your Impressions, Evaluation & Suggestions. You will put your final product on Youtube and up on the Departments blog. At the end you are required to complete a self assessment exercise for which you will be given prompts.

Assessment is based on the process (50%) and product (50%). As regards the product you will be assessed on the seven elements of story telling (allotting equal weight i.e about 7% to each of the seven elements.)

Attendance: You must attend on all four days. For every day you miss day you will lose the proportionate weight for a day (12.5%). You are however free to re-register for the workshop.

References and select Webograph

- Barrett, Helen: Researching and Evaluating Digital Storytelling as a Deep Learning Tool, Retrieved on <http://helenbarrett.com/portfolios/SITESTorytelling2006.pdf>
- Digital Storytelling: Overview and Webography: Retrieved on April 5, 2010 www.nercomp.org/data/media/DSbooklet_contents.pdf
- Grose Carolyn: Storytelling Across The Curriculum: From Margin To Center, From Clinic To The Classroom, Working Paper No. 126 - William Mitchell College of Law. Retrieved on 5 April 2010 http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1469028
- Lambert Joe, *digital Story Telling Cookbook*, The Center for Digital Storytelling, Retrieved on April 5, 2010: <http://www.storycenter.org/index1.html>
- McKillop, Chris: Storytelling grows up: using storytelling as a reflective tool in higher education. Retrieved on April 5, 2010: www.storiesabout.com/files/McKillop%202005%20SERA.pdf
- Ohler Jason: jasonOhler.com: Using technology effectively, creatively and wisely. Retrieved on April 5, 2010, <http://www.jasonohler.com/index.cfm>

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SOO 03: Sociology of work

Credits: 04

Complexity level: 100

Hours: 60

Work is central to human existence. Apart from being attached to gainful economic activity, it impinges on various non-work spheres. This paper aims to familiarise the students with the sociological perspective on work and its social significance with special reference to India.

- The nature of work 10 hours
 - Definitions of work
 - Occupation, job and career
 - Division of labour in historical and contemporary context
- Varieties of work 10 hours
 - 2.1 Professional work
 - 2.2 Managerial work
 - 2.3 White-collar work
 - 2.4 Blue-collar work
 - 2.5 Varieties of work in India
- Work, mobility and career 10 hours
 - 3.1 Occupational entry/choice
 - 3.2 Occupational mobility and career pattern
- Work culture in India 05 hours
 - 4.1 Work and work culture
 - 4.2 The culture of entrepreneurship
- Work and its non-work effects 15 hours
 - 5.1 Work and family
 - 5.2 Work and migration
 - 5.3 Work and health
 - 5.4 Work and leisure
- Power and politics in the work place 10 hours

Basic readings:

- Berger, Brigitte: *The culture of entrepreneurship*. New Delhi: Tata McGraw-Hill, 1991.
- Chacko, Pariyaram M.: *Caste, business and entrepreneurship in south India*. New Delhi: Kaniska Publishing House, 1991.
- Chaturvedi, Abha and Anil Chaturvedi (eds.): *The sociology of formal organisations*. New Delhi: Oxford University Press, 1995.
- Hall, Richard H.: *Sociology of work*. New Delhi: Pine Forge press, 1994.
- Rutten, Mario and Carol Upadhyya (eds.): *Small entrepreneurs in Asia and Europe*. New Delhi: Sage, 1997.
- Sinha, Jai B.P.: *Work culture in the Indian context*. New Delhi: Sage, 1990.

[BACK](#)

SOO 04: The Indian diaspora

Credits: 04

Complexity level: 100

Hours: 60

This course is intended to introduce the students to the Indian diaspora. After explaining diaspora as an area of sociological study, it describes the socio-historical background of the Indian diaspora, analyses the processes of change and continuity among the diasporic Indians, and examines the issues confronting them, and discusses the mutual orientations of the diasporic Indians and India.

- Diaspora as an area of academic study 15 hours
 - Meaning and implications of diaspora
 - Approaches to the study of diaspora
 - Scope and significance of diasporic studies
- Historical background of the Indian diaspora 10 hours
 - Pre-colonial: Trade, and spread of religion
 - Colonial: The indentured system
 - Post-colonial: Brain drain and skill drain
- Discourses on the Indian diaspora 05 hours
 - Colonial
 - Nationalist
 - Contemporary
- Case studies of the Indian diaspora 15 hours
 - Cultural revivalism: The Caribbean
 - Political struggle: Fiji and Malaysia
 - Apartheid and subjection: South Africa and East Africa
 - Political dominance: Mauritius
 - Enclavisation and racism: The North America and U.K.
 - Transient diaspora: The Middle East
- India and the other Indians 15 hours
 - 6.1 The social construction of the other Indian
 - 6.2 The India connection of the diasporic Indians
 - 6.3 The remittance economy and its socio-economic impact
 - 6.4 Return migration
 - 6.3 The diasporic Indians: Policy issues

Basic Readings:

- Clarke, Colin; Ceri Peach and Steven Vertovec (eds.): *South Asians overseas*. Cambridge: Cambridge University Press, 1990.
- Dabydeen, David and Brinsley Samaroo (eds.): *Across the dark waters: Ethnicity and Indian identity in the Caribbean*, London and Basingstoke: Macmillan Education, 1996.
- Gosine, Mahin (ed.): *The East Indian odyssey: Dilemmas of a migrant people*. New York: Windsor Press, 1994.
- Jain, Ravindra K: *Indian communities abroad: Themes and literature*. New Delhi: Manohar, 1993.
- Klass, Mortan: *Singing with Sai Baba: The politics of revitalisation in Trinidad*, Boulder, Colorado: Westview Press, 1991.
- Kurian, George and Ram P. Srivastava (eds.): *Overseas Indians: A study in adaptation*. New Delhi: Vikas Publishing House , 1983.
- Rao, M.S.A. (ed.): *Studies in migration: Internal and international migration in India*. Delhi: Manohar Publications, 1986.
- Sociological bulletin*, 38 (1), 1989. Special issue on Indians abroad, edited by S.L. Sharma.
- Tinker, Hugh. *A new system of slavery: The export of Indian labour overseas, 1830-1920* (2nd edition). London: Hansib Publishing Limited, 1993.
- Vertovec, Steven (ed.): *Aspects of the south Asian diaspora*. New Delhi: Oxford University Press, 1991.

[BACK](#)

SOO 05: Migration and society in Goa

Credits: 2

Complexity level: 100

Hours: 30

- Goa and its diaspora: A Socio historical account 05 hours
 - Pre-colonial migration
 - Colonialism, Conversion and Inquisition
 - Migration in Post Liberation Goa 05 hours
- Case Studies of the Goan Diaspora
 - Goans in Kenya
 - Goans in Burma
 - Goans in Portugal
- Goans and Migration to other parts of India 05 hours
- The impact of migration on Goan society
- Diaspora and the question of identity and nationality 05 hours
- Goa as a 'Receiving society' 10 hours
 - Introduction
 - The Israeli community in Goa
 - Tibetan refugees in Goa

Basic Readings:

- Carvalho, Selma.: *Into the Diaspora Wilderness- Goa's untold migration stories from the British Empire to the New World*. Panjim, Goa: Broadway Publishing, 2010.
- Clarke, Colin; Ceri Peach and Steven Vertovec (eds.): *South Asians overseas*. Cambridge: Cambridge University Press, 1990.
- Dabydeen, David and Brinsley Samaroo (eds.): *Across the dark waters: Ethnicity and Indian identity in the Caribbean*, London and Basingstoke: Macmillan Education, 1996.
- Gosine, Mahin (ed.): *The East Indian odyssey: Dilemmas of a migrant people*. New York: Windsor Press, 1994.
- Jain, Ravindra K: *Indian communities abroad: Themes and literature*. New Delhi: Manohar, 1993.
- Kurian, George and Ram P. Srivastava (eds.): *Overseas Indians: A study in adaptation*. New Delhi: Vikas Publishing House, 1983.
- Rao, M.S.A. (ed.): *Studies in migration: Internal and international migration in India*. Delhi: Manohar Publications, 1986.
- Sociological bulletin*, 38 (1), 1989. Special issue on Indians abroad, edited by S.L. Sharma.
- Vaz, Yvonne Ezdani: *Songs of the Survivors*. Saligao, Goa: Goa 1556, 2007.

[BACK](#)

SOO 06: Food, society, and culture

Credits: 04

Complexity level: 100

Hours: 60

Noting food as an important aspect of social reality the paper begins by outlining the theoretical perspectives in sociology and anthropology on food and eating. While examining the development of culinary cultures and the impact of migration on food at the macro level and food preparation and consumption at the micro level, the course relates itself to the discourses on the quality of life and contemporary culture in India and Goa.

- Food as an area of anthropological/sociological study 10 hours
 - Food in the sociological and anthropological classics
 - Theoretical approaches to the study of food and eating
- Culinary cultures 10 hours
 - The development of culinary cultures
 - The impact of colonialism and migration on food
- Food in oriental history 05 hours
- Food production, preparation, distribution, and consumption 15 hours
 - Food production in India
 - Food preparation and consumption at home: Gender implications
 - Professional cooks and eating outside the home
 - Sociology of *annadana*
- Food and quality of life 15 hours
 - Food and health
 - Food rationing
 - Poverty, famine, and food
 - Moral dimensions of food
- Gastronomy and social organization in Goa 05 hours

Basic readings:

Breckenridge, Carol A.: *Consuming modernity: public culture in contemporary India*.

New Delhi: Oxford University Press, 1996.

Etienne: *Food and poverty: India's half won battle*. New Delhi: Sage, 1987.

Khare, R.S.: *Aspects of south Asian food systems*. Durham: Carolina, 1986.

Mennel, Stephen; et al.: *The sociology of food*. New Delhi: Sage, 1992.

Sen, Amartya: *Poverty and famines: An essay on entitlement and deprivation*. Oxford: Clarendon Press, 1982.

Sillespie, Stuart and Geraldine McNeill: *Food, health and survival in India and developing countries*. New Delhi: Oxford University Press, 1992.

[BACK](#)

SOO 07: Language and Society

Credits: 04

Complexity level: 100

Hours: 60

The scope of this paper is located in the interface between language use on the one hand and society and culture on the other in the context of India and Goa. It begins with a discussion of the theories, concepts and methods in the study of language use as a social activity, Along with a consideration of issues of power in the context of language use; it covers such themes as language in relation to social categories and processes, language engineering, and language dynamics. It concludes with a critical examination of the political (party/ state) response to multilingual situation.

- Introduction 15 hours
 - Socio- cultural dimensions of language
 - Definitions: Linguistics, linguistic anthropology, sociology of language.
 - Study of multilingualism: an anthropological model.
- Language: Identity and power 05 hours
 - Language as a medium of power
 - Language dominance and linguistic movements
 - Colonialism and the case of English/Portuguese
 - Language question in formal education
- Language in relation to social categories: youth, gender, caste and class 10 hours
- Language dynamics: migration/ diaspora and language. 10 hours
- Language: Issues in state policy: a) National (India) and b) state (Goa)- some critical issues 15 hours
- Language movement in Goa: A socio historical perspective 05 hours

Basic readings:

- Bapuji B.R.: *Essays in the Sociology of Language*. Madras: T.R. Publications, 1994.
Chaklader, Snehmoy: *Sociolinguistics: A Guide to Language Problems in India*.
New Delhi: Mittal Publishers, 1990.
Duranti, Alessandro: *Linguistic Anthropology*. Cambridge: Cambridge University Press, 1997.
Fasold Ralf. *The Sociolinguistics of Society*. Oxford: Basil Blackwell, 1986.
Fox , Robin: *Encounter with anthropology*. Harmondsworth: Penguin, 1975.
Khubchandani, Lachman: *Revisualising Boundaries*. New Delhi: Sage, 1997.
Krishna, Sumi: *India's Living Languages*. New Delhi: Allied Publishers, 1991.

[BACK](#)

SOO 08: Social movements and revolutions

Credits: 4

Complexity level: 200

Hours: 60

This course aims at familiarising students with the phenomenon of social movements. It attempts to present a balanced perspective on social change by taking into consideration the processual dimensions of social reality with special reference to India.

- 1. Perspectives on social movements 10 hours
 - Social movement: Definition, characteristics and types
 - Structure versus process: functionalist and Marxist approaches
 - Movement studies and Indian sociology
- 2. Revolutions as social movements 10 hours
 - 2.1 The French Revolution
 - 2.2 The Russian Revolution
 - 2.3 The Chinese Revolution
- 3. Indian national movement: social character and historical background 10 hours
 - 3.1 Competing historiographies
 - 3.2 The Liberal-nationalist
 - 3.3 The Marxist
 - 3.4 The Subaltern
- 4. Collective action and state response 14 hours
 - 4.1 Peasant movements
 - 4.2 Trade union movements
 - 4.3 Student and youth movements
 - 4.4 Tribal movements
 - 4.5 Dalit movement
 - 4.6 Backward classes movement
 - 4.7 Women's movements
- 5. New social movement 6 hours
 - 5.1 General characteristics
 - 5.2 Narmada Bachao Andolan
 - 5.3 Peace movement
- 6. Social movement and social change 10 hours
 - 6.1 Conceptual clarifications
 - 6.2 Mobilisation and institutionalisation
 - 6.3 Social movements in India: a critical assessment

Basic readings:

- Jones, Keneth W.: *Socio-religious reform movements in British India*. Hyderabad: Orient Longman, 1989.
- Omvedt, Gail: *Dalits and the democratic revolution*. New Delhi: Sage, 1994.
- Oommen, T.K.: *Protest and change*. New Delhi: Sage, 1990.
- Rao, M.S.A.: *Social movements and social transformation*. New Delhi: Manohar, 1978.
- Shah, Ghanshyam: *Social movements in India*. New Delhi: Sage, 1990.
- Touraine, Alain: 'On the frontier of social movements', in *Current Sociology*, July 2004, Vol. 52(4): 717-725.

[BACK](#)

SOO 09: Sociology of tribes

Credits: 4

Level of complexity: 100

Hours: 60

This paper aims to introduce the students to the recent developments in the sub-discipline of sociology of tribes. While familiarising the students with ethnographic field work the paper introduces them to the tribal situation in Goa.

- Tribes and Scheduled Tribes: Concepts and classifications
10 hours
- Changes in post-independence period in tribal economy, society, culture, polity and religion in general
15 hours
- Tribal communities in India: demographic strength and distribution, distinctive features of tribal communities, geographical distribution of tribal communities in India.
15 hours
- Exploitation, unrest and socio-political movements, self determination and issues in creating separate states
10 hours
- Perspectives, programmes, and policies in post-independence India
05 hours
- Tribal situation in Goa
05 hours

Basic readings:

Bailly, F. G.: *Tribe, Caste, and Nation*. Bombay: OUP. 1960

Singh, K. S. (ed.). *Tribal situation in India*. Shimla: Indian Institute of Advanced Study. 1972.

Singh, K. S.: *Tribal movements in India Vol.I & II*. New Delhi: Manohar Prakashan. 1982.

Bose, A., Nangbri, T., and Kumar, N. (eds.). *Tribal demography and development in North-East India*. Delhi: B.R. 1990.

Furer-Haimendorf, C. V. *Tribes of India: Their struggle for survival*. Delhi: OUP. 1991.

Mehta, P. L. *Constitutional protection to Scheduled Castes in india in retrospect and prospect*. Delhi: H. K. 1991.

[BACK](#)

S00 10 Goa: The Local and the Global

Credits: 4

Complexity level: 100

Hours: 60

The course is an invitation and introduction to study Goa, its society and historiography. Using the lens of the local and the global, the course looks at a range of eclectic concerns that have engaged the attention of popular and scholarly debates in Goa. The course would endeavour to demonstrate the unsuspecting insights that social science perspectives can offer in understanding Goa. Likewise, the course hints that studying Goa can pose challenging and interesting questions for the social sciences. The themes that would form part of the course are:

- Goa as an instance of Globalisation
05 hours
 - Linear narrative versus continuities, discontinuities and fractures in history.
 - Reflexivity and understanding one's own society.
- Myth and History
05 hours
 - The *Skanda Purana* and other myths of origin.
 - Pre-Portuguese Konkani and its geo-politics.
- Goankari, *Comunidade*, community
10 hours
 - Estuarine production.
 - Distribution and consumption, Class and community.
- Colonialism: Cultural and demographic shifts
10 hours
 - The culture of conversion and the conversion of culture (Occidentalism and Orientalism).
 - Old and new Conquests.
 - Migration: External and internal.
 - Changes in land relations.
 - Goa Indica and Dourada and Syncretism.
- Liberation and after:
15 hours
 - Democratic politics and shifts in power.
 - Education and land reforms.
 - The drive for a tertiary economy (and tourism).
- Culture and the state
10 hours
 - Environmentalism and the land question.
 - The politics of language.
- The Local and the Global: Identity and Representation
05 hours

Selected readings:

- Almeida, Jose C: *Aspects of Agricultural Activity in Goa, Daman and Diu*. Panaji: Government Printing Press, 1967.
- Alvares, Claude: *Fish, Curry and Rice: A Citizen's Report On The Goan Environment*. Mapusa: The Other India Book Press, 2001.
- Angle P: *Goa: Concepts and misconcepts*. Bombay, The Goa Hindu Association, 1994.
- Bragança Pereira: A. B. de, *Ethnography of Goa, Daman and Diu*, Tipografia Rangel, 1940 translated by Maria Aurora Couto. New Delhi: Penguin, 2008.
- D'Souza, BG: *Goan society in transition: A study in social change*, Bombay: Popular Prakashan, 1975.
- D'Souza, T R: *Goa through the ages* (Vol. II - An economic history). New Delhi: Concept Publishers, 1990.
- D'Souza, T R: *Medieval Goa: A socio-economic history*, New Delhi: Concept Publishers, 1979.
- Dantas, Norman (ed.): *The transforming of Goa*, Mapusa: The Other India Press, 1999.
- Gune, V T: *Gazetteer of the union territory of Goa, Daman and Diu (Part I)*, Panaji: Gazetteer Department, 1979.
- Kamat, Pratima: *Farar Far: Popular Resistance To Colonial Hegemony In Goa, 1510-1961*. Panaji: Institute Menezes Braganza, 1999.
- Kosambi, D: *An introduction to the study of Indian history*, Bombay: Popular Prakashan, 1975.
- Newman, Robert S: *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.
- Robinson, Rowena: *Conversion, Continuity and Change: Lived Christianity in Southern Goa*. New Delhi: Sage, 1998.

[BACK](#)

SOO-11 Ecology and society

Credits: 04

Level: 100

Hours: 60

After introducing the field of environmental sociology this paper proceeds to discuss its practice in India in the context of use and abuse of environment, environmentalism and developmentalism. The paper also makes out a case for sustainable development and environmental renewal in coastal India. It also attempts to develop an agenda for environmental sociology in Goa.

- Environmental sociology or social ecology 10 hours
 - The environment debate
 - The elements of social ecology
 - Existing tradition of ecologically oriented research
 - in social anthropology and sociology
- Habitats in human history 10 hours
 - Modes of resource use
 - Conflict between and within modes
- Society- nature relationship: Approaches/perspectives 10 hours
 - Dunlap and Catton's ecological complex
 - Ecofeminism
 - Gandhian approach
- Developmentalism 10 hours
 - Modes of resource use and abuse in India:
 - The colonial legacy and the case of Independent India
 - An ecosystem perspective on development
- Environmentalism 10 hours
 - Ecological consciousness and ecological conflicts
 - Ecological basis of ethnic conflict
 - Environmental degradation and effects on women's lives
 - Ideologies of environmentalism
- Sustainable development and environmental renewal in coastal India 05 hours
- An agenda for environmental sociology in Goa 05 hours

Basic readings:

Alvares, Claude (ed.): *Fish, curry and rice*. Mapusa: The Other India Press, 1995.
Gadgil, Madhav and Ramachandra Guha: *Ecology and equity*. New Delhi: Oxford University Press, 1995.

Gadgil, Madhav and Ramachandra Guha: *This fissured land*. New Delhi: Oxford University Press. 1992.
Guha, Ramachandra (ed.): *Social ecology*. New Delhi: Oxford University Press, 1994.
Krishna, Sumi: *Environmental Politics*. New Delhi: Sage, 1996.
Shiva, Vandana: *Staying alive*. New Delhi: Kali for Women, 1988.

[BACK](#)

SOO 12: Qualitative research

Credits: 02

Complexity level: 100

Hours: 30

This course aims at introducing students to issues concerning the design, data collection, and data analysis in qualitative research. The aim is to introduce students to the theory generating purpose of qualitative research through grounded theory approach.

- Diversity in qualitative research design 05 hours
- Collecting qualitative data 10 hours
- Analysis of qualitative data 10 hours
- Qualitative research and grounded theory approach 05 hours

Essential reading:

Denzin, Norman and Lincoln, Yvonna (eds.): *The Sage Handbook of Qualitative Research*. New Delhi: Sage Publications, 2005.

Keith, F. Punch: *Introduction to Social Research*, New Delhi: Sage Publications, 1998.

Lal Das D. K: *Designs of Social Research*, Jaipur: Rawat Publications, 2005.

[BACK](#)

SOO 13: Agrarian social structure and change

Credits: 02

Complexity level: 100

Hours: 30

This course presents an outline of the field of agrarian sociology as it has developed over the years. Its primary focus is on the post-independent agrarian structure in India. It analyses the sources of agrarian change and their impact on social change in India.

- Social organisation of agriculture: Ownership, control and use of land 10 hours
- The politics and implementation of land reforms 10 hours
- The social context of agricultural technology 05 hours
- Agrarian movements and social change 05 hours

Essential reading:

Beteille, Andre: *Studies in agrarian social structure*. New Delhi: Oxford University Press, 1974.

Dhanagare, D.N.: *Peasant movements in India*. New Delhi: Oxford University Press, 1983.

Desai, A.R. (ed.): *Peasant struggles in India*. New Delhi: Oxford University Press, 1985.

Additional reading:

Desai, A.R. (ed.): *Agrarian struggles in India*. New Delhi: Oxford University Press, 1986.

Pattnaik, Utsa (ed.): *Agrarian relations and accumulation*. New Delhi: Oxford University Press, 1990.

[BACK](#)

SOO 14: Nation-state and refugees

Credits: 02

Complexity level: 100

Hours: 30

This course aims at introducing and sensitising students to issues pertaining to refugees in India. It attempts to differentiate refugees from other categories such as migrants, diasporic communities and stateless people. It also examines specific issues that various refugee communities in India face.

- Understanding Refugees: The social, political, and legal perspectives
10 hours
- Some conceptual issues: Refugee, Stateless, Citizen, Migrant, Aliens, Outsiders
10 hours
- Understanding refugee communities in India
05 hours
- State Response to the refugee crisis
05 hours

Essential reading:

Omprakash Mishra (ed.). 2004. *Forced migration*. Delhi: Manak Publication.
Samaddar, Ranbir. 2003. *Refugees and the State: Practices of Asylum and Care in India*. 1947- 2000. New Delhi: Sage Publications.

Additional reading:

Aristide R. Zolberg, et al. 1989. *Escape from Violence- Conflict and Refugee Crisis in the Developing World*. New York: OUP.
Bose Tapan and Manchanda Rita. 1997. *State, Citizens and Outsiders*. Nepal: South Asia Forum for Human Rights.
Guy S. Godwin- Gill. 1987. *The Refugee in International Law*. Oxford: Clarendon Press.
Myron Weiner. 1991. *Rejected Peoples and Unwanted migrants*. Centre for International Studies. Massachusetts: MIT.

[BACK](#)

SOO 15: Tourism and modernity

Credits: 02

Complexity Level: 200

Hours: 30

The course would help participants in understanding how perspectives from tourism are grounded in sociological and anthropological theory. The course looks at tourists in Goa as well as Goans who go on tour. Through exploring tourist practices, the course engages with their underlying sociological, psychological and anthropological significance. Attempting to capitalise on the varieties of tourist experience in Goa, the course will be field based participants would be required to carry out some field work visiting tourist sites in Goa to write small field reports and case studies. Participants will be encouraged to explore how comparisons in the field can complicate theory.

- Why study tourism 15 hours
 - The emergence and history of tourism in Europe and in the developing societies
 - The psychology of tourism: need and motivation
- The Sociology and Anthropology of: Tourism and modernity 15 hours
 - Tourism and pilgrimage
 - Tourism and pseudo events
 - staged authenticity
 - Virtual reality and simulation – tourism and the era of postmodern globalisation

Essential Reading:

Burns, P. & Holden, A. *Tourism: A new perspective*. Englewood Cliffs: Prentice-Hall. (selected pages), 1995

MacCannell, Dean: 'Staged Authenticity: Arrangements of Social Space in Tourist Setting.' *American Journal of Sociology*. 1973, No; 79:589-603.

Newman Robert S: 'Western Tourists and Goan Pilgrims: A Comparison of Two Ritual Dramas in *Of Umbrellas in Goddesses & Dreams - Essays on Goan Culture and Society*, Mapusa, Other India Press, 2001.

Thomas, Graham (ed.): *Holidays* (Block 3 Unit II of the 2nd. level course on Popular Culture), Britain: Open University Press, 1987. (Selected sections).

Edensor Tim: *Tourists at the Taj: performance and meaning at a symbolic site*, London: Routledge, 1998 (selected pages)

Additional Reading

Boorstin Daniel: 'From Traveller to Tourist: The Lost Art of Travel'. *The Image: A guide to pseudo event in America*, US,: Vintage Books, 77-117, 1992 (selected pages)

Cohen, Erik: 'Traditions in the qualitative sociology of tourism', *Annals of tourism research*, Vol. 10, 1988.

Urry, J: *The Tourist Gaze*. London: Sage, 1990. (selected pages)

[BACK](#)

SOO 16: Culture, development, and tourism

Credits: 02

Complexity Level: 300

Hours: 30

In this course Goa and its tourism is a context to engage with issues of culture, identity, development and 'glocalisation' – both as concepts and processes. Social movements, events and both intended and unintended consequence from popular culture and academic work are discussed. Participants may need to conceptualised experiences in their neighbourhood to contrast the experience with divergent theoretical suggestions. The participants thereby have an opportunity to look at less tangible and unsuspecting elements and factors that go beyond the approaches of impacts and the taken for granted homogeneity of Goa.

- Culture and Development 15 hours
 - Tourism and Development
 - Tourism and Dependency
 - The relation of Culture and Development
- Culture and Tourism 15 hours
 - Culture and Identity: essential, instrumental and relational
 - Self and the other (in anthropology and tourism)
 - Agency : Dominance and resistance
 - Globalisation and post colonial ambivalence

Essential Reading:

Arjun Appadurai: Disjuncture and Difference in the Global Cultural Economy
http://www.intcul.tohoku.ac.jp/~holden/MediatedSociety/Readings/2003_04/Appadurai.html accessed on November 3, 2011 with explanations of key terms (first published in *Public Culuture*, 1990, 2(2), 1-24..

Lea, J. *Tourism and development in the Third World*. Methuen Introductions to Development. London: Routledge, 1988 (selected articles)

Noronha Frederick: 'Fighting the Bane of Tourism', *Economic and Political Weekly*, *Economic and Political Weekly*, 32 (51), Dec. 20-26, 1997,3253-3256.

Wood, Robert: 'Tourism, Culture, and the Sociology of Development' pp. 48–70 in Michael Hitchcock, Victor King and Michael Parnwall (eds) *Tourism in Southeast Asia*. London: Routledge, 1993.

Additional reading

Britton, S. G: The Political economy of tourism in the Third World. *Annals of Tourism Research* 1982. 9(3):331-158.

Friedman , Jonathan: 'Being in the World: Globalization and Localization', *Theory Culture Society*. 1990; 7; 311 -328

Paul Routledge, Selling the Rain resisting the sale: resistant identities and the conflict over tourism in Goa, *Social and Cultural Geography*, 2001, 2 (2),

Saldanha, Arun: *Identity, Spatiality and Postcolonial Resistance: Geographies of the Tourism Critique in Goa*. 2002.

[BACK](#)

WS 01: Women's movement in India: Concepts, struggles and transitions

Total Credits 04

Complexity level: 100

Total hours: 60

This course will introduce the students to concepts and debates in Women's Studies which is the academic arm of the Women's Movement. It will map some of the struggles within the Indian Women's Movement and allow students to trace the current scenario and to understand the transitions. The students at the end of the course will hopefully develop a critical understanding of present society from a gendered lens.

- Gender Concepts 15 hours
 - Nature v/s nurture debate
 - Gender stereotyping
 - Patriarchy
 - Feminism
 - Feminist Schools of Thought

- Women's Movement 15 hours
 - Struggles of individual women
 - Birth of autonomous women's movement
 - Issues of collective concern

- Debates within the Women's Movements 15 hours
 - Demographic indicators
 - Health rights and policy
 - Violence and human trafficking

- Women organising and empowerment: Issues, strategies and interventions 15 hours
 - Women's legal rights
 - Gender critique of development
 - Contemporary concerns of women's organisations

Basic Reading:

Davis, Kathy : *Handbook of gender and women's studies*. London: Sage, 2006..

V. Geetha: *Gender*. Calcutta: Stree, 2002.

Lorber, Judith. *The social construction of gender*. London: Sage, 1991.

Feminism in India. New Delhi: Kali for Women (Women Unlimited in Association with Book Review Trust), 2004.

Desouza, Shaila and Sitaraman, N.: *A situational analysis of women and girls in Goa*. New Delhi: National Commission for Women, 2005.

Kumar, Radha.. *The history of doing 1800 – 1990*. New Delhi: Kali for Women, 1993.

[BACK](#)

WS 02: Gender issues in Goa

Total credits: 04

Complexity level: 100

Total hours: 60

This course will introduce the students to a critical understanding of gender issues in Goa from 1961. Post Liberation, Goa has experienced several changes which have had both negative as well as positive consequences for the society in general and women in particular. This course will look at the trajectory of issues that have emerged as well as the response of the state and women's organisations to these issues. The course will also aim to develop in the students the capacity to identify linkages between social issues, social needs, policies and programmes.

- Introduction: Interrogating cultural practices, health and social status
15 hours
 - Traditional practices : Birth, menstruation, marriage, death
 - Festivals and position of women
- Impact of development on women
15 hours
 - Development in Goa
 - Anti development critique and the women's movement : Issues concerning women and children and local responses
- Legal provisions
15 hours
 - Family Law in Goa: Law and social realities
 - DV Act 2005, ITPA and IPC
- Social Welfare Policies, schemes and decision making
15 hours
 - State Provisions and NGO initiatives for women and children
 - Women and Political Participation

Basic Readings:

Saad Newsletters, Bailancho Saad, Goa.

Schemes of Government of Goa

Government of India, Department of Social Welfare: *Towards Equality: Report of the Committee on the Status of Women in India*, New Delhi, 1974.

Government of India, Department of Women and Child Development, Ministry of HRD: *Platform for Action 10 Years After: India Country Report*, New Delhi, 2005.

Jeyaraj Nirmala (ed) *Women and society: A Reader in Women's Studies*, Madurai: Lady Doak College, 2001.

Desouza, Shaila and Sitaraman, N. *A situational analysis of women and girls in Goa*. New Delhi: National Commission for Women 2005.

NFHS I, II and III for Goa.

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