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

Syllabus of M. A. (Sociology) Programme introduced from the academic year 2018-2019

Approved by the Board of Studies in Sociology on 27/03/2018, 25/02/2019 and 30/04/2019 and the Academic Council on 15/05/2018, 10/05/2019, and 24/05/2019

M. A. (Sociology) List of Courses

Compulsory Courses

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Optional Courses

Course Number and Name	Lecture hours per week	Credits	Page Number
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SOO 206: Language and Society	2	4	32
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SOO 212: Nation-state and Refugees	2	2	45
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SOO 215: Sociology of Religion	4	4	51
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SOO 217: Out in the Field – Experimenting Ethnographic Fieldwork	4	4	56
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SOO 219: Tibetan Religious Life: An Introduction to Nalanda Tradition	2	2	64
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SYLLABUS OF THE M. A. SOCIOLOGY PROGRAMME

COMPULSORY COURSES

Programme: M. A. (Sociology)

Course Code: SOC 101   **Title of the Course**: Classical Sociological Theories

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	As the advanced studies in Sociology begin with this course there are no prerequisites.	
Objectives:	The main focus of this course is to introduce students to the theories and perspectives of the 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.	
Content:	1. Introduction - Background of Sociology, Organicism of Herbert Spencer, Positivism of Saint Simon and August Comte	12 hours
	2. Karl Marx - Marx's Conception of Society: Historical and Dialectical Materialism, Alienation of Labour, Class Conflict	12 hours
	3. Max Weber - Verstehen, Protestant Ethics and the Spirit of Capitalism, Authority, Bureaucracy	12 hours
	4. Emile Durkheim - The Division of Labour, Rules of Sociological Method, Typology of Suicide, Elementary Forms of Religious Life	12 hours
Pedagogy:	Lectures, discussions, tutorials, student presentations	
References/Readings:	1. Aron, Raymond. 1967 (1982 reprint). *Main Currents in Sociological thought, (Two Vols.).* Middlesex: Penguin Books.	

| | 2. Coser, Lewis, A. 1977. *Masters of Sociological Thought.* Harcourt: Brace Jovanovich.
3. Craib, Ian. 1997. *Classical Sociological Theory.* U.K.: Oxford University Press.
4. Giddens, Anthony. 2006. *Capitalism and Modern Social Theory.* U.K: Polity Press, (1971).
5. Johannes, Fabian. 1983. *Time and the Other: How Anthropology Makes Its Object.* New York: Columbia University Press.
6. John, Hughes. 1995. *Understanding Classical Sociology.* London: Sage Publications Publication.
7. Kimmel, Michael S. 2007. *Classical Sociological Theory.* New York: Oxford University Press.
8. Marx, Karl and Engels, Frederick. 1982. *Selected Works.* Moscow: Progress Publishers.
9. Morrison, Ken. 1995. *Marx, Durkheim, Weber: Formations of Modern Social Thought.* London: Sage Publications.
10. Ritzer, George. 1992. *Sociological Theory.* New York: McGraw-Hill.
11. Said, Edward. 1979. *Orientalism.* New York: Vintage Books. | |

| Learning outcomes: | 1. Students will identify sociology as the discipline that emerged to make sense of modernity.
2. Will have a critical and comparative understanding of the methodological preferences and empirical concerns of the founders of sociology as a distinctive discipline. | |

Programme: M. A. (Sociology)

Course Code: SOC 102   **Title of the Course**: Sociology of Indian
                                                                        Society

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	No prerequisites are identified as this is an invitation to sociologically approaching Indian society.	
Objectives:	This course is an introduction to the sociology of Indian society. It traces the origin of sociological tradition in India, examines the concerns and contributions of the pioneers. It illustratively reviews the works of scholars presenting the field-view (as contrasted from the book-view) of Indian society.	
Content:	1. Emergence and growth of Sociology in India: Institutions and approaches, Ambedkar's contribution to Indian Sociology.	12 hours
	2. Contribution of pioneers: D. P. Mukerjee, D. N. Majumdar, Radhakamal Mukherjee	12 hours
	3. Field view of caste: Nature and form of caste, Caste in modern India.	12 hours
	4. Field view of Indian village: Nature of village community, Changes in Village Community, Village, Region and Civilization.	12 hours
Pedagogy:	Lectures, discussion, field- based assignments and presentations	
References/Readings:	1. Bose, N. K. 1975. *The Structure of Hindu Society.* Delhi: Orient Longman. 2. Cohn, B. S. 1987. *An Anthropologist among Historians.* Delhi: Oxford University Press. 3. Deshpande, Satish. 2003. *Contemporary India: A Sociological View.* Delhi: Penguin Books. 4. Dhanagare, D.N. 1993. *Themes and Perspectives in Indian Sociology.* Jaipur and New Delhi: Rawat Publications. 5. Dumont, L. 1980. *Homo Hierarchicus.* University of Chicago Press. 6. Ghurye, G.S. 1963. *The Scheduled Tribes.* Bombay: Popular Prakashan. 7. Madan, T. N. 2011. *Sociological Traditions: Methods and Perspectives in*	

the Sociology of India. New Delhi: Sage Publications.

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

9. Marriott, M. (Ed.). 1961. *Village India: Studies in the Little Community.* Delhi: Asia Publishing House.

10. Mayer, A. 1960. *Caste and Kinship in Central India.* London: Routledge and Kegan Paul.

11. Oomen, T.K. and Mukherjee, P. N. (Eds.) 1986. *Indian Sociology: Reflections and Introspections.* Bombay: Popular Prakashan.

12. Singh, Yogendra. 1986. *Indian Sociology: Social Conditioning and Emerging Trends.* New Delhi: Vistar.

13. Singh, Yogendra. 1988. *Modernisation of Indian Tradition: A Systemic Study of Social Change.* Jaipur: Rawat Publications Publications.

14. Singh, Yogendra. 2000. *Culture Change in India.* Jaipur: Rawat Publications Publications.

15. Srinivas, M. N. and M. N. Panini. 1973. 'The Development of Sociology and Social Anthropology in India', *Sociological Bulletin,* 22 (2): 179-215.

16. Srinivas, M. N. 1987. *The Dominant Caste and Other Essays.* Delhi: Oxford University.

17. Srinivas, M. N. 2005. *Caste: Its Twentieth Century Avatar.* New Delhi: Viking Penguin.

18. Uberoi, Patricia, Nandini, Sundar, Satish, Deshpande (eds). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology.* Delhi: Permanent Black.

19. Xaxa, Virginius. 2003. 'Tribes in India', in Veena, Das. *Oxford India Companion to Sociology and Social Anthropology (Volume I).* New Delhi: Oxford University Press.

Learning outcomes:	Students will get disciplinary and interdisciplinary ideas on the Sociology of Indian Society as a preparation to discern the perspectives on Indian society and culture later.	

Programme: M. A. (Sociology)

Course Code: SOC 103   **Title of the Course**: Contemporary
                                        Sociological Theories

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	An understanding of Classical Sociology is a prerequisite to study this course.	
Objectives:	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.	
Content:	1. Nature of sociological theory	2 hours
	2. Functional theory in sociology: Parsons, Merton, Neo-Functionalism	6 hours
	3. Conflict theory and Critical theory	10 hours
	4. Symbolic interactionism	10 hours
	5. Phenomenology and Ethnomethodology	10 hours
	6. Neo-Marxism	10 hours
Pedagogy:	Lectures, discussions and presentations	
References/Readings:	1. Alexander, Jeffrey C. 1987. *Twenty Lectures: Sociological Theory since World War II*. New York: Columbia University Press. 2. Appelrouth, Scott and Edles, D. 2008. *Classical and Contemporary Sociological Theory: Text and Readings*. California: Pine Forge Press. 3. Collins, Randall. 1997. *Sociological theory (Indian Edition)*. Jaipur and New Delhi: Rawat Publications. 4. Connerton, Paul. (Ed.). 1976. *Critical Sociology*. Harmondsworth: Penguin. 5. Craib, Ian. 1992. *Modern Social Theory: From Parsons to Habermas (2nd edition)*. London: Harvester Press. 6. Ritzer, George. 1992 . *Sociological theory (3rd edition)*. New York: McGraw-Hill. 7. Turner, Jonathan H. 1995. *The Structure of Sociological Theory (4th edition)*.	

	Jaipur and New Delhi: Rawat Publications. 8. Zeitlin, Irving M. 1998. *Rethinking Sociology: A Critique of Contemporary Theory (Indian Edition).* Jaipur and New Delhi: Rawat Publications.	
Learning outcomes:	After studying the advances in sociological theorising in the 20th century the students can recognise continuity and novelty in sociological theory building enterprises.	

Programme: M. A. (Sociology)

Course Code: SOC 104 **Title of the Course**: Indian Sociological Perspectives

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Should have studied SOC 02: Sociology of Indian Society	
Objectives:	The course primarily focuses on the different theoretical perspectives on Indian Society from late 19th century to the end of 20th century and their role in shaping the field of sociology. It helps the students to acquire a fairly adequate and comprehensive understanding of Indian society in its multi-faceted dimensions.	
Content:	1. Conceptualising Indian Society	8 hours
	2. Indological/Textual Perspective: G. S. Ghurye, Louis Dumont	10 hours
	3. Structural-Functional Perspective: M. N. Srinivas, S. C. Dube	10 hours
	4. Marxist Perspective: D.P. Mukerji, A. R. Desai	10 hours
	5. Subaltern Perspectives: David Hardiman, Ranajit Guha	10 hours
Pedagogy:	Lectures, discussions and presentations	
References/Readings:	1. Ambedkar, B. R. 2002. 'Annihilation of Caste' in *The Essential Writings of B. R. Ambedkar* by V. Rodrigues. New Delhi: Oxford University Press. pp. 263-305. 2. Ambedkar, B. R. 2002. 'Castes in India' in *The Essential Writings of B. R. Ambedkar* by V. Rodrigues. New Delhi: Oxford University Press. pp. 241-260. 3. Bose. N. K. 1953. (1929). *Cultural Anthropology and Other Essays.* Calcutta: Indian Associated Publishing Company 4. Desai, A. R. 1975. *State and Society in India.* Bombay: Popular Prakashan. 5. Dhanagare, D. N. 1993. *Themes and Perspectives in Indian Sociology.* Jaipur and New Delhi: Rawat Publications. 6. Dube, S. C. 2003. *India's Changing Villages: Human Factors in Community*	

	Development. London: Routledge and Kegan Paul.
	7. Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and its Implications.* Delhi: Oxford University Press.
	8. Ghurye, G. S. 2005. *Caste and Race in India.* Bombay: Popular Prakashan.
	9. Guha, Ranajit. 1982. 'Introduction' in *Subaltern Studies* Vol. I.
	10. Madan, T. N. 2011. Sociological Traditions: Methods and Perspectives in the Sociology of India. New Delhi: Sage Publications.
	11. Madan, T. N. 1978. *Dialectic of Tradition and Modernity in the Sociology of D. P. Mukherji.* Lucknow: Manohar Publications.
	12. Madan, T. N. 1995. *Pathways: Approaches to the Study of Society in India.* New Delhi: Oxford University Press.
	13. Singh, Yogendra. 1986. *Indian Sociology: Social Conditioning and Emerging Trends.* New Delhi: Vistar.
	14. Srinivas, M. N. 1995. *Social Change in Modern India.* New Delhi: Orient Longman.

Learning outcomes:	Students get a critical appraisal of sociological perspectives on India society and culture and can utilise this knowledge in pursuing their own explanations and or interpretations of aspects of Indian society and culture.	

Programme: M. A. (Sociology)

Course Code: SOC 105   **Title of the Course**: Recent Trends in
Sociological Theorising

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	The students should have studied SOC 01 Classical Sociological Theories and SOC 03 Contemporary Sociological Theories.	
Objectives:	This course traces the development of sociological theory in the later part of the 20th century until present times. Focussing mainly on the theories of late modernity, the course acquaints the students with developments in Sociological theory in recent times.	
Content:	1. Modernity, Conventional sociological theory and dualisms.	8 hours
	2. Agency – Structure and micro-macro integration: Structuration theory of Anthony Giddens, Pierre Bourdieu's theory of Practice, Jurgen Habermas' 'Colonisation of the Life World' thesis, Micro-macro integration in Norbert Elias' Process Sociology	20 hours
	3. Contemporary theories of modernity: Giddens and the Juggernaut of modernity, Ritzer's Macdonaldisation thesis, Bauman on Holocaust, Risk Society thesis.	15 hours
	4. Post structuralism and post modernism	5 hours
Pedagogy:	Lectures, discussions and presentations	
References/Readings:	1. Adams, Bert, N. and Sydie R. A. 2001. *Sociological Theory*. New Delhi: Vistar Publications. 2. Boron, Atilio1999. 'A Sociological Theory for the 21st Century?' in *Current Sociology*. October 47: 47-64. 3. Bourdieu, Pierre. 1977. *Outline of a Theory of Practice.* London: Cambridge University Press. 4. Das, Veena. 1995. *Critical Events: An Anthropological Perspective on Contemporary India.* New Delhi: Oxford University Press. 5. Giddens, Anthony and Jonathan H. Turner (Eds.) 1987. *Social Theory Today.* Stanford:	

	Stanford University Press. 6. Giddens, Anthony. 1984. *The Constitution of Society: Outline of the Theory of Structure.* Berkley: University of California Press. 7. Habermas, Jurgen. 1987. *The Philosophical Discourses of Modernity: Twelve Lectures.* Mass.: MIT Press. 8. Layder, Derek. 1994. *Understanding Social Theory.* London: Sage Publications. 9. Ritzer, George. 1996. *Modern Sociological Theory.* New York: McGraw-Hill Companies. 10. Scott, Lash 1990. *Sociology of Postmodernism.* London: Routledge. 11. Uberoi, Patricia, Sunder, Nandini, and Deshpande, Satish. 2007. *.Anthropology in the East: Founders of Indian Sociology and Anthropology,* Delhi: Permanent Black.	
Learning outcomes:	Students get a critical understanding of attempts at bridging the gap between theoretical dualisms in social theory, and the knowledge of the competing discourses on the nature of modernity, late modernity and post-modernity.	

Programme: M. A. (Sociology)

Course Code: SOC 106   **Title of the Course**: Political Sociology

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	The students should have a basic knowledge of contemporary political scenario in India and Goa. They should also have studied SOC 02 Sociology of Indian society	
Objectives:	After introducing the sub-discipline of political sociology, the course introduces some basic concepts. The course situates itself at the interface of society and polity in post-independent India. 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.	
Content:	1. Introduction: Intellectual background, Nature and scope of political sociology	8 hours
	2. Basic Concepts: Power and authority, Elite and masses, State and stateless societies, Nation-state and citizenship	10 hours
	3. State and Society in India: Religion and politics, Language and politics, Caste and politics	15 hours
	4. Dialectics of State and Civil Society: State and civil society: The Indian Experience, Challenges to Nation Building, Nation as an imagined community	15 hours
Pedagogy:	Lectures, discussions, book reviews, debates and presentations	
References/Readings:	5. Baxi, Upendra and Bhikhu, Parekh. 1995 (Eds.). *Crisis and Change in Contemporary India.* New Delhi: Sage Publications. 6. Bottomore T. B. 1968. *Elites and Society.* Bitian: Penguin Book. 7. Brass, Paul, R. 1992. *The Politics of India since Independence.* London: Cambridge University Press. 8. Chandra, Bipin.1984 *Communalism in Modern India.* New Delhi: Vikas Publishing	

	9. Chatterjee, Partha (Ed.) 1997. *State and Politics in India*. New Delhi: Oxford University Press.	
	10. Chatterjee, Partha. 1993. *The Nation and its Fragments.* New Delhi, Oxford University Press.	
	11. Fraser, Nancy. 1990. *Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy.* Durham: Duke University press. Pp. 56-80.	
	12. Gupta, Dipankar.1995. *Political Sociology*. New Delhi: Orient Longman House.	
	13. Jayaram, N. 2005. *On Civil Society: Issues and Perspectives.* New Delhi: Sage Publications Publications.	
	14. Kaviraj, Sudipta. 1997. *State and Politics in India*. New Delhi: Oxford University Press.	
	15. Kothari, Rajani. (Ed.). 1973. *Caste and Indian Politics.* Delhi: Oxford Longman.	
	16. Mills, C. W. 1956. *The Power Elite.* New York: Oxford University Press.	
	17. Pareto, V. 1985. *The Mind and Society.* New York: Dover Publications. pp. 1421-1432.	
	18. Rudolph, Lloyd. 1987. *In the Pursuit of Lakshmi: The Political Economy of the Indian State.* Hyderabad: Orient Longman.	
	19. Sills, David L (Ed). *International Encyclopaedia of Social Sciences.* Vol 12. Macmillan Co & The Free Press.	
	20. Srinivas, M. N. 1972. *Social Change in Modern India.* New Delhi: Orient Blackswan Private Limited.	
Learning outcomes:	The students will get analytical knowledge of power relations in relation to democratic politics in India and the course facilitates them to take informed decisions while participating in it as citizens.	

Programme: M. A. (Sociology)

Course Code: SOC 107   **Title of the Course**: Sociology of Social
                                                                Stratification

Number of Credits: 4   .

Effective from AY: 2018-2019

Prerequisites for the course:	The students should have studied SOC 02 Sociology of Indian Society and SOC 06 Political Sociology	
Objectives:	This course aims to introduce students to the major theories of inequality and social stratification. It will give a comprehensive, integrated and empirical understanding of social stratification in India while discussing various dimensions of social stratification like caste, gender, and class.	
Content:	1. Important concepts : Social differentiation, Hierarchy and inequality, Social stratification, Social exclusion and inclusion.	12 hours
	2. Theories of stratification: Functional theory (Kingsley Davis & W. E. Moore), Marxist theory (Karl Marx), Weberian theory (Max Weber)	15 hours
	3. Forms of stratification: Estate, Class, Caste	15 hours
	4. Social mobility: The concept and types of social mobility (P. A. Sorokin), Conditions and consequences of social mobility.	6 hours
Pedagogy:	Lectures, discussions, field visits, presentations	
References/Readings:	5. Acker, J. 1998. 'Women and Social Stratification: A Case of Intellectual Sexism', in Kristen *et. al.* (Eds.) *Feminist Foundations: Towards Transforming Sociology*, Delhi: Sage Publications. 6. Ambedkar, B. R. 1916. ´Castes in India: Their Mechanism, Genesis and Development', Anthropology Seminar of Dr. A. A. Goldenweizer at The Columbia University, New York, U.S.A. on 9th May 1916, Source: Indian Antiquary, May 1917, Vol. XLI, 1916. 7. Beteille, A. 1977. .*Inequality among Men.* Oxford: Basil Blackwell.	

| | 8. Crompton, R. and Mann, M. (Eds.). 1986. *Gender and Stratification.* Cambridge: Polity Press.
9. Das, Veena. 2003. *The Oxford Companion to Sociology and Social Anthropology.* New Delhi: Oxford University Press.
10. Davis, K. & W. E. Moore. 1945. 'Some Principles of Stratification'. *American Sociological Review.* 10(2): 242.
11. Fuller, C.J. 1996. *Caste Today.* Delhi: Oxford University Press.
12. Giddens, A 1973. *The Class Structure of Advanced Societies.* London: Hutchinson.
13. Grusky, D. 1994. *Social Stratification: Race, Class, and Gender in Sociological Perspective.* Colorado: Westview Press,
14. Gupta, D. (Ed.) 1991. *Social Stratification.* Delhi: Oxford University Press.
15. Haralambous, M. 1980. *Sociology: Themes and Perspective*,
16. Marx, Karl and Frederick Engels. 1959. *Selected Work (3 vols.), vol. 1*. Moscow: Progress Publishers. | |

| Learning outcomes: | The students will know how inequality and stratification are socially constructed and reproduced and not divinely ordained or biologically determined. | |

Programme: M. A. (Sociology)

Course Code: SOC 108 **Title of the Course**: Philosophy of Social Sciences

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	The students should have studied SOC 05 Recent trends in Sociological Theorising.	
Objectives:	Teaching and research programmes in sociology as a social science raise several philosophical questions relating to the processes and procedures of knowledge production, explanation and understanding, the ethics of social science practice, objectivity in social research and social construction and social bases of knowledge. This paper seeks to familiarise the students with some of these issues.	
Content:	1. Introduction: Philosophy and sociology, Scope of philosophy of social sciences, *Ideographic* and *Nomothetic* disciplines, *Emic* and *Etic* knowledge	8 hours
	2. Positivism, causality and its critique: Science and common sense, Patterns of scientific explanation, 'Covering law model of explanation' and its critique, Reason-action explanation and its critique.	8 hours
	3. Hermeneutics, interpretation and subjectivity: Dilthy on hermeneutically oriented social sciences, Weber on the methodology of social sciences	10 hours
	18 Values and social science knowledge production: The concept of 'value', Weber on objectivity and value freedom	10 hours
	19 Sociology of knowledge	2 hours
Pedagogy:	Lectures, discussions, book review, presentation	
References/Readings:	1. Benton, Ted and Craib, Ian. 2001. *Philosophy of Social Science: The Philosophical Foundations of Social*	

Thought. New York: Palgrave. 2. Bleicher, Josef. 1980. *Contemporary Hermeneutics: Hermeneutics as Method, Philosophy and Critique.* London: Routledge and Kegan Paul. 3. Mukherji, Parth, Nath. 2000. *Methodology in Social Research: Dilemmas and Perspectives Essays in Honour of Ramkrishna Mukherjee.* New Delhi: Sage Publications Publications. 4. Mahajan, Gurpreet. 1997. *Explanation and Understanding in the Human Sciences.* Delhi: Oxford University Press. 5. Mantzavinos, C. (Ed.). 2009. *Philosophy of the Social Sciences: Philosophical Theory and Scientific Practice.* Cambridge: Cambridge University Press. 6. Truzzi, Marcello. 1974. *Verstehen: Subjective Understanding in the Social Sciences.* Philippines: Assison-Wesley Publishing Company, Inc. 7. Hollis, Martin. 1994. *The Philosophy of Social Science: An Introduction.* Cambridge: Cambridge University Press. 8. Nagel, Ernest. 1979. *The Structure of Science*. New Delhi: Macmillan. 9. Ryan, Alan. 1970. *The Philosophy of Social Sciences*. London: Macmillan.	
Learning outcomes:	After being introduced to the philosophical underpinnings of social science knowledge production, the students can attempt achieving intellectual sophistication in their own research activities.	

OPTIONAL COURSES

Programme: M. A. (Sociology)

Course Code: SOO 201

Title of the Course: Methodology of Research in Sociology

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	The course is open to all students in the faculty of social sciences.	
Objectives:	This course aims to provide students with an understanding of various aspects of the research process with methodological background. The course attempts to provide training in conceiving and designing research, in research methods as well as in communicating research findings.	
Content:	1. Methodology of research in Sociology: A historical introduction	8 hours
	2. Types of social research: Basic, applied and action research, Historical inquiry, Social survey, Case study, Library research.	10 hours
	3. Research procedures: Identification and formulation of research problems, Survey of literature, Pilot study and pre-test, Hypothesis, Sampling	10 hours
	4. Tools and techniques of data collection: Observation, Interview,Questionnaire, Ethnography and auto-ethnography, Content analysis, Tapping secondary data	10 hours
	5. Processing, analyses, and interpretation of data; and presentation of findings	10 hours
Pedagogy:	Lectures, discussions, conducting field based research projects	
References/Readings:	1. Barnes J. A. 1977. *The Ethics of Enquiry in Social Sciences.* Delhi: Oxford University Press. 2. Bhandarkar, P. L and Wilkinson, T. S. 2013. *Methodology and Techniques of Social Research (13th Edition).* New Delhi: Himalaya Publishing House. 3. de Vaus, D. A. 1986. *Surveys in Social*	

	Research. London: George Allen and Unwin. 4. Keith, F. Punch. 1998. *Introduction to Social Research.* New Delhi: Sage Publications Publications. 5. Kothari, C. R and Garg, Gaurav. 2014. *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers. 6. Lal Das, D. K. 2005. *Designs of Social Research.* Jaipur: Rawat Publications	
Learning outcomes:	The students can select and formulate a research problem of their choice and undertake research.	

Programme: M. A. (Sociology)

Course Code: SOO 202   **Title of the Course**: Agrarian Social
                                                                    Structure in India

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	This course is open to all students who are pursuing their post graduate studies at Goa University.	
Objectives:	This course aims to familiarise students with the realities of rural India. It attempts to provide a background of agrarian studies and its growth in Indian Sociology. It tries to provide a comprehensive understanding to the students on agrarian structure and change in India particularly, under the impact of colonialism, planning and the recent neo-liberalism and the underlying conceptual and theoretical issues.	
Content:	1. Emergence of agrarian studies as a subject of Sociological inquiry, Origin and development of rural sociology in India	8 hours
	2. Evolution of agrarian structure in pre-colonial and colonial India: Commercialisation of Agriculture, Commodification of land and de-peasantisation	15 hours
	3. Agrarian Changes in post-Independent India: Land reforms, Green revolution, Agricultural productivity and regional disparity, Debate over mode of production and class differentiation in agriculture, Farmers' suicides	15 ours
	4. Agrarian mobilisation and movements: Peasant mobilization and movements in colonial and post colonial period, and new farmers' movements	10 hours
Pedagogy:	Lectures, discussions, case studies, presentations and field visits	
References/Readings:	1. Beteille, Andre. 1974. *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press.	

2. Beteille, Andre. 1974. *Studies in Agrarian Social Structure*, New Delhi: Oxford University Press.

3. Desai, A. R. (Ed.) 1979. *Peasant Struggles in India.* Bombay: Oxford University Press.

4. Desai, A. R. 2008. *Rural Sociology in India (New Edition).* Bombay: Popular Prakashan.

5. Deshpande, V. and Arora, S (Eds.). 2010. *Agrarian Crisis and Farmer Suicides.* New Delhi: Sage Publications.

6. Dhanagare, D. N 1988. *Peasant Movements in India.* New Delhi: Oxford University Press.

7. Dhanagare, D. N. 'The Green Revolution and Social Inequalities in Rural India'. *Bulletin of Concerned Asian Scholars*. 20 (2): 2-13.

8. Frankel, F. R. 1971. *India's Green Revolution: Economic Gains and Political Costs*. Bombay: Oxford University Press.

9. Joshi, P. C. 1975. *Land Reforms in India: Trends and Prospect*. Bombay: Allied Publishers.

10. Mohanty, B B. (Ed.) 2012. *Agrarian Change and Mobilisation*. New Delhi: Sage Publications Publication.

11. Mohanty, B. B. 2005. 'We are Like the Living Dead: Farmer Suicides in Western India', *The Journal of Peasant Studies*, Vol. 32, No. 2.

12. Rudra, Ashok. 1978. 'Class Relations in Indian Agriculture', *Economic and Political Weekly*, Vol. 13 (22, 23, 24), Pp. 916-22, 963-68, 998-1004.

13. Sharma, K. L. (Ed.). 2014. *Sociological Probing of Rural Society.* New Delhi: Sage Publications.

14. Thakur, Manish. 2014. *Indian Village: A Conceptual History.* New Delhi: Rawat Publications Publishers.

	15. 'Special issue on New Farmers' Movements in India' *The Journal of Peasant Studies,*, Vol. 21 (3&4), April & July 1994.	
Learning outcomes:	The students will get a theoretical and empirical knowledge of the past and present rural scenario in India and Goa.	

Programme: M. A. (Sociology)

Course Code: SOO 203   **Title of the Course**: The Indian Diaspora

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	This course is open to all students who are pursuing their post graduate studies at Goa University.	
Objectives:	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. It discusses the mutual orientations of the diasporic Indians and India. The course ends with an extensive analysis of various dimensions of the Goan diaspora.	
Content:	1. Diaspora as an area of academic study: Meaning and implications of diaspora, Approaches to the study of diaspora, Scope and significance of diasporic studies	8 hours
	2. Historical background of the Indian diaspora: Pre-colonial: Trade, and spread of religion, Colonial: The indentured system, Post-colonial: Brain drain and skill drain	10 hours
	3. Case studies of the Indian diaspora: 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	20 hours
	4. Goa and its diaspora: A Socio historical account, Case Studies of the Goan Diaspora, The impact of migration on Goan society	10 hours
Pedagogy:	Lectures, discussions, presentations, field visits and case studies	

References/Readings:	1. Carvalho, Selma. 2010. *Into the Diaspora Wilderness- Goa's Untold Migration Stories from the British Empire to the New World.* Panjim, Goa: Broadway Publishing. 2. Clarke, Colin, Ceri Peach and Steven Vertovec (Eds.). 1990. *South Asians Overseas.* Cambridge: Cambridge University Press. 3. Dabydeen, David and Brinsley Samaroo (Eds.). 1996. *Across the Dark Waters: Ethnicity and Indian Identity in the Caribbean.* London and Basingstoke: Macmillan Education. 4. Gosine, Mahin (Ed.). 1994. *The East Indian Odyssey: Dilemmas of a Migrant People.* New York: Windsor Press. 5. Jain, Ravindra K. 1993. *Indian Communities Abroad: Themes and Literature.* New Delhi: Manohar. 6. Jayaram, N. and Atal, Yogesh (Eds). 2004. *The Indian Diaspora: Dynamics of Migration.* New Delhi: Sage Publications Publications. 7. Klass, Mortan. 1991. *Singing with Sai Baba: The Politics of Revitalisation in Trinidad.* Boulder, Colorado: Westview Press. 8. Kurian, George and Ram P. Srivastava (Eds.). 1983. *Overseas Indians: A study in Adaptation.* New Delhi: Vikas Publishing House. 9. Rao, M. S. A. (Ed.). 1986. *Studies in Migration: Internal and International Migration in India.* Delhi: Manohar Publications. 10. Sahoo, Ajaya, K. 2017 (Ed.). *Mapping Indian Diaspora: Contestations and Representations.* New Delhi: Rawat Publications. 11. Sociological Bulletin, 38 (1), 1989. Special Issue on Indians abroad, edited by S. L. Sharma. 12. Tinker, Hugh. 1993. *A New System of Slavery: The Export of Indian Labour Overseas, 1830-1920 (2nd edition).* London: Hansib Publishing Limited. 13. Vaz, Yvonne Ezdani. 2007. Songs of the Survivors. Saligao, Goa: Goa 1556. 14. Vertovec, Steven (Ed.). 1991. *Aspects of*	

	the South Asian Diaspora. New Delhi: Oxford University Press.	
Learning outcomes:	The students will get to know the extent of diaspora along with its impact on the sending societies.	

Programme: M. A. (Sociology)

Course Code: SOO 204 **Title of the Course**: Education and Society

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Students from any branch of post graduate study are eligible for this course	
Objectives:	This course will introduce students to the education system in India and relationship between education and society at various levels. The course focuses on the issues of quality education, access to education and social justice in Indian society.	
Content:	1. Introduction: Educational sociology or Sociology of education, Education and socialisation, Sources of formal education, Education and social mobility and change	8 hours
	2. Sociological perspectives on education: Classical sociological perspectives (Marx, Durkheim, and Weber), Liberal perspectives, Conflict perspectives	15 hours
	3. Contemporary perspectives on education: De-schooling society (Evan Ilich), Cultural reproduction (Bourdieu), Knowledge and power (Foucault), Cultural hegemony (Gramsci), Feminist perspectives	10 hours
	4. Education and contemporary issues: Right to education, Multiculturalism, ethnicity and social stratification, Equality in educational opportunities, Privatisation of education, Higher education in India	15 hours
Pedagogy:	Lectures, discussions, presentations and field based assignments and projects	
References/Readings:	1. Banks, O. 1971. *Sociology of Education. (2nd Edition).* London: Batsford. 2. Bulle, N. 2008. *Sociology and Education: Issues in Sociology of Education.* New York: Peter Lang.	

	3. Dreze, J and Sen, A. 2013. *An Uncertain Glory: India and its Contradictions.* Princeton University Press. 4. Gore, M. S et al. (Ed.). 1975. *Papers on Sociology of Education in India.* New Delhi: NCERT. 5. Indira, R. (Ed.). 2013. *Themes in Sociology of Education.* New Delhi: Sage Publications. 6. Jayaram, N. 1990. Sociology of Education in India, New Delhi: Rawat Publications. 7. Krishna, Kumar. 2005. *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas.* New Delhi: Sage Publications Publications. 8. Pathak, Avijit. 2004. *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness.* New Delhi: Rainbow Publications. 9. Velaskar, P. 2013. 'Reproduction, Contestation and the Struggle for a Just Education in India', in S. Patel and T. Uys (Eds.), *Contemporary India and South Africa: Legacies, Identities, and Dilemmas.* New Delhi: Routledge.	
Learning outcomes:	While studying the sociological dimensions of educational practices the students can recognise gaps in such practices and develop strategies for filling such gaps.	

Programme: M. A. (Sociology)

Course Code: SOO 205   **Title of the Course**: Understanding Goa

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	There are no pre-requisites for this course.	
Objectives:	The course is an invitation and introduction to study Goa, its society and historiography. While considering some social science perspectives in understanding societal transformations in Goa, the course hints that studying Goa can pose challenging and interesting questions for the social sciences.	
Content:	1. Introduction: Studying one's own society, Linear narrative versus continuities, Discontinuities and fractures in history	8 hours
	2. Myth and History: The *Skanda Puranna* and other myths of origin, Pre-Portuguese *Konkan* and its geo-politics, The old and new conquests	5 hours
	3. Goankari, *Communidade*, and community: Estuarine production, Distribution and consumption, Class and community	5 hours
	4. Colonialism: Cultural and demographic shifts: The culture of conversion and the conversion of culture, Emigration, immigration and internal migration, Changes in land relations, Goa *Indica* and Goa *Dourada,* and syncretism	15 hours
	5. Liberation and after: Democratic politics and shifts in power, Education and land reforms, The drive for a tertiary economy (and tourism), Migration and the village	15 hours
Pedagogy:	Discussions, Lectures, Field visits, presentations,	

	oral history	
References/Readings:	1. Almeida, Jose C. 1967. *Aspects of Agricultural Activity in Goa, Daman and Diu*. Panaji: Government Printing Press. 2. Alvares, Claude. 2001. *Fish, Curry and Rice: A Citizen's Report on The Goan Environment.* Mapusa: The Other India Book Press. 3. Angle, P. 1994. *Goa: Concepts and Misconcepts.* Bombay: The Goa Hindu Association. 4. Bragança, Pereira. 2008. *Ethnography of Goa, Daman and Diu.* Tipografia Rangel, 1940 translated by Maria Aurora Couto. New Delhi: Penguin. 5. D'Souza, B. G. 1975. *Goan Society in Transition: A Study in Social Change*, Bombay: Popular Prakashan. 6. D'Souza, T. R. 1990. *Goa though the Ages* (Vol. II - An economic history). New Delhi: Concept Publishers. 7. D'Souza, T. R. 1979. *Medieval Goa: A Socio-economic history.* New Delhi: Concept Publishers. 8. Dantas, Norman (Ed.). 1999. *The Ttransforming of Goa.* Mapusa: The Other India Press. 9. Gune, V T. 1979. *Gazetteer of the Union Territory of Goa, Daman and Diu (Part I)*, Panaji: Gazetteer Department. 10. Kamat, Pratima. 1999. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961.* Panaji: Institute Menezes Braganza. 11. Kosambi, D. D. 1975. *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan. 12. Newman, Robert, S. 2001. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society.* Mapusa: The Other India Press. 13. Robinson, Rowena, 1998. *Conversion, Continuity and Change: Lived Christianity in Southern Goa.* New Delhi: Sage Publications. 14. Trichur, Raghuraman, S. 2013. *Refiguring Goa: From Trading Post to Tourism Destination.* Saleigao, Goa: Goa 1556	
Learning outcomes:	While getting a nuanced understanding of	

| | historical, sociological, and social-anthropological aspects of Goa, the students can pursue their research on sociological problems of their interest having Goa as their field. | |

Programme: M. A. (Sociology)

Course Code: SOO 206 **Title of the Course**: Language and Society

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to opt for this course.	
Objectives:	The scope of this paper is located in the interface between language use and society and culture 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 and continues 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 in Goa.	
Content:	1. Introduction: Socio- cultural dimensions of language, Definitions: Linguistics, linguistic anthropology, sociology of language	05 hours
	2. Language: Identity and power: Language as a medium of power, Language dominance and linguistic movements, Colonialism and the case of English/Portuguese, Language question in formal education	15 hours
	3. Language issues in state policy: National (India), State (Goa)	15 hours
	4. Language movements in Goa: A socio historical perspective	10 hours
Pedagogy:	Lectures, Discussions, Debates, Group Discussions and Presentations	
References/Readings:	1. Annamalai, E. 2001. *Managing Multilingualism in India: Political and Linguistic Manifestations.* New Delhi: Sage Publications. 2. Bapuji B.R. 1994. *Essays in the Sociology of Language.* Madras: T.R. Publications. 3. Chaklader, Snehamoy. 1990. *Sociolinguistics: A Guide to Language Problems in India.* New Delhi: Mittal Publishers.	

	4. Duranti, Allessandro. 1997. *Linguistic Anthropology.* Cambridge: Cambridge University Press. 5. Fasold Ralf. 1986. *The Sociolinguistics of Society.* Oxford: Basil Blackwell. 6. Fox, Robin. 1975. *Encounter with Anthropology.* Harmondsworth: Penguin. 7. Khubchandani, Lachman. 1997. *Revisualising Boundaries.* New Delhi: Sage Publications. 8. Krishna, Sumi. 1991. *India's Living Languages.* New Delhi: Allied Publishers. 9. Patnaik, D. P. 1990. *Multilingualism in India.* Toronto: Multilingual Matters. 10. Ramanathan, Vaidehi. 2005. *The English-Vernacular Divide: Postcolonial Language Politics and Practice.* Toronto: Multilingual Matters. 11. Spolsky, Bernanrd. 2004. *Language Policy.* Cambridge: Cambridge University Press.	
Learning outcomes:	With insights into the sociolinguistics of society students can distinguish language use for communication from non-linguistic language use.	

Programme: M. A. (Sociology)

Course Code: SOO 207   **Title of the Course**: Urban Sociology

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to take this course.	
Objectives:	This course introduces students to the sub discipline of Urban sociology and to the contributions of different sociologists. It also draws the students' attention to the urban reality in India.	
Content:	1. Development of Urban Sociology: Basic concepts in Urban Sociology: Urban, Urbanism and Urbanisation, Development of Urban Sociology in India	8 hours
	2. Theories in urban sociology: Traditional theories: Wirth, Burger, Park, Contemporary Theories: Castells, David Harvey	10 hours
	3. Urban Society in India: Distinctive features of urban society, Factors of urbanisation, Emerging trends, Sociological dimensions, Social consequences of urbanisation	15 hours
	4. Issues of urbanisation in India: Inequalities, Urban environment, Urban culture	15 hours
Pedagogy:	Lectures, Discussions and Presentations	
References/Readings:	1. Bose, Ashish. *Studies in Indian Urbanization. 1901-1971.* New Delhi: Tata McGraw 2. Das, Veena. (Ed). 2003. *Oxford India Companion to Sociology and Social Anthropology.* New Delhi: Oxford University Press. 3. Fernandes, Leela. 2007. *The New Urban Middle Class.* New Delhi: Oxford University Press. 4. Gilbert Alan and Gugler Josef, (Ed). 2000. *Cities, Poverty and Development, Urbanisation in the Third World.* Oxford: Oxford University Press. 5. Harvey, David. 1989. *The Urban Experience.* Cambridge: Basil	

| | Blackwell,
 6. Kosambi, Meera, 1994. *Urbanisation and Urban Development in India.* New Delhi: ICSSR.
 7. Leitmann, Josef. 1999. *Sustaining Cities: Planning and Management in Urban Design.* N. York, New Delhi, MacGraw Hill.
 8. Naidu, Ratna. 1990. *Old Cities, New Predicaments: A Study of Hyderabad.* Delhi: Sage Publications.
 9. Patel, Sujata and Deb, Kushal. 2006. *Urban Studies.* Oxford University Press,
 10. Rao, M. S. A. (Ed.). 1974. *Urban Sociology in India.* Hyderabad: Orient Longman.
 11. Ronnan, Paddison, 2001. *Handbook of Urban Studies.* New Delhi: Sage Publications. | |
| Learning outcomes: | The students will get theoretical and empirical knowledge of the transforming urban scenario in general and in India. | |

Programme: M. A. (Sociology)

Course Code: SOO 208   **Title of the Course**: Sociology of
                                                        Medicine
Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to take this course.	
Objectives:	This course is intended to provide students with an overview of the sociology of health, illness and medicine in different social and cultural settings. It looks at health from the sociological point of view by looking into the social inequalities in health status. It also addresses global debates concerning health practices and ethics.	
Content:	1. Introduction : Concepts and Perspectives on health, medicine, illness, sickness, Disease and society	10 hours
	2. Body, Medicine and Society: Theoretical Perspectives, Cultural Construction of Medical Reality, Experiences of Body, Health and Illness. Governing Bodies and Bio Power	10 hours
	3. Culture, Medicine and Medical practice: Biomedicine in cross-cultural contexts, Pharmaceutical Practices, Syncretic Medical Reality	10hours
	4. Politics of Global Health and Health Policies: Health, Politics and Ethics: Global Debates, Debates around Euthanasia, Organ Donations and Transplant, Debate around abortions	10 hours
	5. The Sociology of Health in India	8 hours
Pedagogy:	Lectures, Discussions, Presentations	
References/Readings:	1. Arnold, David. 1993. *Colonizing the Body: State, Medicine and Epidemic in 19th Century India.* Berkley: University of California Press. 2. Bode, Maarten. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000.* Delhi: Orient Blackswan. 3. Ecks Stefan and S. Basu. 2009. 'The Unlicensed Lives of Antidepressants in	

India: Generic Drugs, Unqualified Practitioners, and Floating Prescriptions', *Transcultural Psychiatry* 46: 86-106.

4. Fassin, Didier. 2007. *When Bodies Remember: Experiences and Politics of AIDS in South Africa.* Berkley: University of California Press.

5. Fernand, Melgar. 2006. *Exit: The Right to Die.* First Run-Icarus Film, Brooklyn, New York.

6. Pati, Biswamoy and Mark, Harrison (Eds.). 2009. *The Social History of Health and Medicine in Colonial India.* Abingdon: Routledge.

7. Foucault, M. 1975. *The Birth of the Clinic: Archaeology of Medical Perception.* New York: Vintage Books.

8. Gordon, Deborah and Margaret Lock (Eds.). 1988. *Biomedicine examined. Dordrecht.* Kulwer Academic Publishers.

9. Khare, R.S. 1996. 'Dava, Daktar, and Dua: Anthropology of Practiced Medicine in India'. *Social Science and Medicine,* 43(5): 837-848.

10. Kleinman, Arthur. 1981. *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine.* Berkely: University of California Press.

11. Lindenbaum, S. and Margaret, Lock (Eds.). 1993. *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life.* Berkeley, University of California Press. (Selected chapters).

12. Medical Anthropology Quarterly, Vol. 20 (3): 345-378.

13. Radley, Allan and M. Bilig. 1996. 'Accounts of Health and Illness: Dilemmas and Representations', *Sociology of Health and Illness,* 18 (2) 220-240.

14. Rapp, Ryna. 2000. *Testing Women, Testing the Foetus: The Social Impact of Amniocentesis in America.* New York: Routledge.

15. Scheper-Huges, Nancy and Margaret Lock. 1986. 'The Mindful Body: A Prolegomenon to Future work in Medical Anthropology', *Medical Anthropology Quarterly* 1(1) 6-41.

	16. Scheper-Hughes, Nancy and Loïc Wacquant. (Eds.) 2002. *Commodifying Bodies.* London: Sage Publications Publications. 17. Seale, Cleave and Julia, Addington-Hall. 1994. 'Euthanasia: Why people want to Die Earlier', *Social Science and Medicine,* Vol. 39(5): 647-654. 18. Sharp, Lesley. 2007. *Bodies, Commodities and Biotechnologies: Death, Mourning and Scientific Desire in the Realm of Human Organ Transfer.* New York: Columbia University Press.	
Learning outcomes:	Students will get knowledge diverse sociological and anthropological approaches to health and medicine. They will learn that experiencing healing is culture specific.	

Programme: M. A. (Sociology)

Course Code: SOO 209   **Title of the Course**: Social Gerontology

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to take this course.	
Objectives:	This course aims at orienting students to the sub discipline of Social Gerontology. It seeks to familiarise the students of the problems of the elderly and the need for geriatric care. It focuses on the various strategies, programmes, and measures adopted in the modern society to address the concerns of ageing.	
Content:	1. Social Gerontology: Nature and Scope, Conceptual clarification- ageing, old age, senior citizenship, Ageing in traditional and modern societies, Changing role and status of the elderly	10 hours
	2. Theories of Ageing: Biological Theories, Social Theories, Psychological theories	12 hours
	3. Aspects of Ageing: Changing family and its effect on Ageing, Life transitions and issues of the aged, Female ageing and widowhood, Migration and its implications on ageing population	10 hours
	4. Problems of Ageing: Psychological Problems, Socio-economic problems, Physiological problems, Elderly abuse	16 hours
Pedagogy:	Lectures, Discussions, Institutional visits and Presentations	
References/Readings:	1. Atechley. 1972. *Social Process in Later life.* Belmont California, Wadsworth. 2. Biswas, S. K. 1987. (Ed.) *Ageing in Contemporary India.* Calcutta : Indian Anthropological Society 3. Bond, John, Coleman, Peter and Sheila Peace. 1993. *An Introduction to Social Gerontology.* New Delhi: Sage Publications. 4. Bond, Lynne (Ed). 1994. *Ageing in Society: An Introduction to Social Gerontology.* New Delhi: Sage Publications. 5. Borgalta. E. F. 1980. *Ageing and Society.*	

New Delhi: Sage Publications.

6. Calasanti, Toni, M. and Slevin, Kathleen F. 2001. *Gender, Social Inequalities, and Ageing.* CA: Alta Mira Press.
7. Chahana, H.B., and Talwar, P.P. 1987. 'Ageing in India: Its socio-economic and Health Implications.' *Asian Pacific Population Journal,* 2 (3), pp 24.
8. Chen, Martha. 1998. *Widows in India.* New Delhi: Sage Publications.
9. Cox. 1984. *Later Life: The Realties of Ageing.* New Jersey: Prentice Hall. Inc.
10. Dandekar, K. 1986. *The Elderly in India.* New Delhi: Sage Publications.
11. Dhillon, P. K. 1992. *Psycho-Social Aspects of Ageing in India.* New Delhi: Concept.
12. Harry R. Moody. 2009. *Ageing: Concepts and Controversies (6th Ed.).* C.A.: Pine Forge Press.
13. Kumar S. Vijaya. 1991. *Family Life and Socio-Economic Problems of the Aged.* New Delhi: Ashish Publishing House.
14. Kumar, V. 1997. 'Ageing in India – an overview', *Indian Journal of Medical Research,* 106, pp 257-264.
15. Lassey, William R. and Marie L. Lassey. 2001. *Quality of Life for Older People: An International Perspective.* Upper Saddle River, NJ: Prentice Hall, Inc.
16. Leslie, Morgan and Suzanne, Kunkel. 2007. *Ageing, Society and the Life Course (3rd edition.).* New York: Springer Publishing.
17. Mishra. S. 1987. *Social Adjustment in Old Ages.* New Delhi: B.R. Publishers.
18. Quadagno, Jill. 2011. *Ageing and the Life Course (5th Edition.).* Boston: McGraw-Hill.
19. Sati, P. N. 1987. *Needs and the Problems of the Aged.* Udaipur: Himanshu Publishers.
20. Sharma, M. L. and Dak, D. M. 1987. *Ageing in India.* New Delhi: Ajantha Publications.

Learning outcomes:	After being introduced to the diverse social worlds of the elderly students can develop Social Gerontological sensitivity towards the older people.	

Programme: M. A. (Sociology)

Course Code: SOO 210 **Title of the Course**: Environmental
Sociology

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to take this course.	
Objectives:	The course invites students to the field of environmental sociology. It will attempt to familiarise students with the theoretical perspectives to make them understand the relation between environment and society. It also introduces students to some social ecological issues in Goa.	
Content:	1. Environmental sociology: Field and scope: Disciplinary Traditions and the study of Environmental Issues, Early interest in ecological issues in India: J. C.Kumarappa, Patrick Geddes, Radhakamal Mukerjee and Verrier Elwin, Research in Social Ecology/Environmental Sociology in India: An Overview	15 hours
	2. Concerns of environmental sociology: Society, Culture and Environment, Ecological consciousness and ecological conflicts, Ecological basis of ethnic conflict, Environment, Development and Sustainable development	15 hours
	3. Environmentalism: Environmentalism as a social movement, Environment Movements in India: Issues, Ideologies and Methods	10 hours
	4. Some social ecological issues in Goa	8 hours
Pedagogy:	Lectures, Discussions, Debates, Presentations	
References/Readings:	1. Alvares, Claude. 2001. *Fish, Curry and Rice: A Citizen's Report on the Goan Environment.* Mapusa: The Other India Book Press. 2. Carolyn Merchant (Ed.). 1996. *Ecology.* Jaipur: Rawat Publications. 3. Gadgil, Madhav and Guha, Ramachandra. 1992. *This Fissured Land.*	

New Delhi: Oxford University Press.

4. Gadgil, Madhav and Guha, Ramachandra. 1995. *Ecology and Equity.* New Delhi: Oxford University Press.

5. Guha, Ramachandra, 1995. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* Delhi: Oxford University Press.

6. Guha, Ramachandra. 1992. 'Pre-history of Indian Environmentalism', in *Economic and Political Weekly,* January 4 -11, pp.57 - 64.

7. Guha, Ramachandra. 1994. (Ed.). *Social Ecology.* New Delhi: Oxford University Press, 1994.

8. Guha, Ramachandra. 1997. 'Social-Ecological Research in India-A Status Report', in *Economic and Political Weekly,* Vol. 32 (7), Feb. 15, pp.345 - 352.

9. Guha, Ramchandra. 2000. *Environmentalism: A Global History.* New York: Oxford University Press.

10. Krishna, Sumi. 1996. *Environmental Politics.* New Delhi: Sage Publications.

11. Mayerfeld, Michael, Bell. 2004. *An Invitation to Environmental sociology.* Thousand Oaks: Fine Forge Free.

12. Michael Radcliff and Graham Woodgate (Eds.) 1997. *The International Handbook of Environmental Sociology.* Cheltenham, U. K.: Edward Elgar.

13. Rangarajan, Mahesh. 2007 (Ed.). *Environmental issues in India: A Reader.* India: Dorling Kindersley.

14. Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India.* New Delhi: Kali for Women.

15. Shiva, Vandana. 2010. 'Ecology Movements in India' in T. K. Oommen (Ed.) *Social Movements II: Concerns of Equity and Security.* New Delhi: Oxford University Press. pp.275-296.

Learning outcomes:	Students can assess their own social ecological surroundings and can develop strategies towards resolving concerns.	

Programme: M. A. (Sociology)

Course Code: SOO 211 **Title of the Course**: Food, Society, and Culture

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to take this course	
Objectives:	Noting food as an important aspect of social reality the paper begins by outlining the theoretical perspectives in sociology and anthropology of 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.	
Content:	1. Food as an area of anthropological/sociological study: Food in the sociological and anthropological classics, Theoretical approaches to the study of food and eating	12 hours
	2. Culinary cultures: The development of culinary cultures, The impact of colonialism and migration on food, Food in oriental history	10 hours
	3. Food production, preparation, distribution, and consumption: Food production in India, Food preparation and consumption at home: Gender implications, Professional cooks and eating outside the home, Sociology of annadana	16 hours
	4. Food and quality of life: Food and health, Food rationing, Poverty, famine, and food, Moral dimensions of food	10 hours
Pedagogy:	Lectures, Discussions, Presentations	
References/Readings:	1. Bajaj, Jiterndra and Srinivas, Mandya, Doddamane. 1996. *Annam Bahu Kurvita: Recollecting the Indian Discipline of Growing and Sharing Food in Plenty.* Madras: Centre for Policy Studies. 2. Breckenridge, Carol A. 1996. *Consuming Modernity: Public Culture in*	

	Contemporary India. New Delhi: Oxford University Press.	
	3. Counihan, C. and P. Van Esterik (Eds.). 2008. *Food and Culture: A Reader (Second Edition).* London: Routledge.	
	4. Goody, J. 1982. *Cooking, Cuisine and Class: A Study in Comparative Sociology.* Cambridge: Cambridge University Press.	
	5. Janeja, Manpreet, K. 2010. *Transactions in Taste: The Collaborative Lives of Everyday Bengali Food.* New Delhi: Routledge.	
	6. Khare, R. S. and Rao, M. S. A. (Eds.). 1986. *Food, Society, and Culture: Aspects in South Asian Food Systems.* Durham: Carolina Acad.	
	7. Khare, R.S. 1986. *Aspects of South Asian Food Systems.* Durham: Carolina.	
	8. Mennel, Stephen. 1992. *The Sociology of Food.* New Delhi: Sage Publications.	
	9. Mennel, Stephen. 1995. *All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present.* Oxford: Blackwell.	
	10. Sen, Amartya. 1982. *Poverty and Famines: An Essay on Entitlement and Deprivation.* Oxford: Clarendon Press.	
	11. Sillespie, Stuart and Geraldin McNeill. 1992. *Food, Health and Survival in India and Developing Countries.* New Delhi: Oxford University Press.	
Learning outcomes:	Students will move beyond the mundane consumption dimensions of food to systemic and social dynamic dimensions of food and eating.	

Programme: M. A. (Sociology)

Course Code: SOO 212

Title of the Course: Nation, State and Refugees

Number of Credits: 2

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to opt for this course	
Objectives:	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.	
Content:	1. Introduction: Who is a refugee? ,Understanding Refugees: The social, political, and legal perspectives	7 hours
	2. Some conceptual issues in refugee studies : Refugee, Migrant, Stateless, Citizen, Aliens, Outsiders	5 hours
	3. Understanding refugee communities in India: Chakmas, Afghan, Pakistani, Rohingyas, Tamil, Tibetan	7 hours
	4. State response to the refugee crisis	5 hours
Pedagogy:	Lectures, Discussions, Presentation	
References/Readings:	1. Aristide R. Zolberg, *et al.* 1989. *Escape from Violence- Conflict and Refugee Crisis in the Developing World.* New York: OUP. 2. Bose Tapan and Manchanda Rita. 1997. *State, Citizens and Outsiders.* Nepal: South Asia Forum for Human Rights. 3. Guy S. Godwin- Gill. 1987. *The Refugee in International Law.* Oxford: Claredon Press. 4. Mishra, Omprakash (Ed.). 2004. *Forced Migration.* Delhi: Manak Publication. 5. Myron Weiner. 1991. *Rejected Peoples and Unwanted migrants.* Massachusetts: MIT Centre for International Studies. 6. Samaddar, Ranbir. 2003. *Refugees and the State: Practices of Asylum and Care*	

	in India. 1947- 2000. New Delhi: Sage Publications.	
Learning outcomes:	Students can distinguish migrants, foreigners and refugees as different categories of outsiders in a nation-state and know how India is handling huge number of diverse kinds of refugees.	

Programme: M. A. (Sociology)

Course Code: SOO 213   **Title of the Course**: Sociology of Gender

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to take this course	
Objectives:	Sociology of gender is a recent but fast growing subfield of sociology. This paper is intended to introduce the students to the conceptual framework of this subfield and the issues on which it has been concerned with. The substantive concern of this paper is with the interface between gender and society as it relates to India.	
Content:	1. Introduction: Gender and the critique of social science, Emergence of sociology of gender, The equality versus difference debate, Women's studies in India	10 hours
	2. Conceptual issues: Patriarchy, Gender as a cultural construct, Understanding transgender, Sex-gender distinction: A critique	10 hours
	3. The women's movement in India: The nationalist phase, Post-independence phase	12 hours
	4. Gender and society in India: Gender based economic marginalisation, Politics of gender, Role of culture and media in shaping gender ideologies	16 hours
Pedagogy:	Lectures, Discussions, Presentations	
References/Readings:	1. Agarwal, B. 1994. *A Field of One's Own: Gender and Land Rights in South Asia.* Cambridge: Cambridge University Press. 2. Basu Aparna. 1999. 'Women's Education in India' in Ray and Basu (Eds.). *From Independence towards Freedom.* New Delhi: Oxford University Press. 3. Bhasin, K. and Khan, N. S. 1986. *Some Questions on Feminism and its Relevance in South Asia.* New Delhi: Kali for Women.	

	4. Bhasin, Kamala. 2000. *Understanding Gender.* New Delhi: Kali for Women.	
	5. Chodhuri, Maitreyee. 2004. *Feminism in India.* New Delhi: Women Unlimited.	
	6. Davis Kathy, Evans Mary, and Lorber, J. (Eds.). 2006. *Handbook of Gender and Women's Studies.* U.K.: Sage Publications.	
	7. Dube, Leela. 2001. *Anthropological Explorations in Gender: Intersecting Fields.* New Delhi: Sage Publications.	
	8. Gandhi, N. and N. Shah. 1992. *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India.* New Delhi: Kali for Women.	
	9. Jain, D. and N. Banerjee 1985. *Tyranny of the Household: Investigative Essays on Women's Work.* New Delhi: Shakti Books.	
	10. Kaushik, S. 1993. *Women's Participation in Politics.* New Delhi: Vikas.	
	11. Khullar, Mala. (Ed.). 2005. *Writing the Women's Movement- A Reader.* New Delhi: Zubaan.	
	12. Moore, H. L. 1988. *Feminism and Anthropology.* Cambridge: Polity Press.	
	13. Niranjana, Seemanthini. 2001. *Gender and Space: Femininity, Sexualization and the Female Body.* New Delhi: Sage Publications.	
	14. Reege, Sharmila. 2003. *Sociology of Gender.* New Delhi: Sage Publications.	
	15. Thapan, M. (Ed.). 1994. *Embodiment.* New Delhi: Oxford University Press.	
Learning outcomes:	Students will know the interaction between gender and society in India.	

Programme: M. A. (Sociology)

Course Code: SOO 214 **Title of the Course**: Sociology of
Development

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to opt for this course	
Objectives:	The course introduces students to the way development is conceptualised and contested in social science practice. It familiarises students with the various perspectives on development, their critics and alternatives.	
Content:	1. Introduction: Historical location of the ideas: Progress, growth, evolution, and social change; Modernisation and development	8 hours
	2. Modernisation perspective: Classical Modernization Studies - Ideas of David McClelland, Alex Inkles, S. M. Lipset, Criticisms of the Modernization School, Samuel P. Huntington's responses to the critics	15 hours
	3. Dependency perspectives: Basic Assumptions and Policy Implications of the Dependency School, Classical Dependency Study – Paul Baran, Dependency theory of A. G. Frank, Ideas of Fernando Cardoso	15 hours
	4. Alternatives to 'project development', Gunnar Myrdal – Soft State, E. F. Schumacher – Small is Beautiful, Amartya Sen – Public Action, Mahatma Gandhi – Hind Swaraj	10 hours
Pedagogy:	Lectures, Discussions, Presentation	
References/Readings:	1. Charles, Wood and Bryan Roberts (Eds.) 2005. *Rethinking Development in Latin America.* Penn State Press. 2. Deshpande, S. 1997. 'From Development to Adjustment: Economic Ideologies, the Middle Class and 50 Years of Independence', in *Review of Development and Change,* 11(2): 294-318. 3. Dreze, Jean and Sen Amartya (Eds.) 1999. *Indian Development: Selected Regional Perspectives.* Delhi: Oxford	

	University Press.	
	4. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World.* Princeton: Princeton University Press.	
	5. Gandhi, M. K. 1938. *Hind Swaraj or Indian Home Rule [1908].* Ahmedabad: Navajivan Publishing House.	
	6. Harrison, David. 1990. *The Sociology of Modernization and Development.* London: Routledge and Kegan Paul.	
	7. Hoogvelt, Ankie. 1978. *The Sociology of Development.* London: Macmillan.	
	8. Hoogvelt, Ankie. 1997. *Globalisation and the Postcolonial World- The New Political Economy of Development.* London: Macmillan.	
	9. Kintching, Gavin. 1984. *Development and Underdevelopment in Historical Perspective.* London: Methuen.	
	10. Kothari, Uma. 1995. *A Radical History of Development Studies.* New York: Zed Books.	
	11. Myrdal, Gunnar. 1974. 'What Is Development?' *Journal of Economic Issues.* Vol. 8, No. 4, pp. 729-736.	
	12. Preston, P. W. 1984. *Theories of Development.* London: Routledge,	
	13. Preston, P. W. 1996. *Development Theory - An Introduction.* Oxford: Blackwell.	
	14. So, Y. Alvin.1990. *Social Change and Development.* London: Sage Publications.	
	15. Webster, Andrew. *Introduction to the Sociology of Development.* London: Macmillan.	

| Learning outcomes: | Students can distinguish development theory from development as project and relate project development to environmental degradation. | |

Programme: M. A. (Sociology)

Course Code: SOO 215   **Title of the Course**: Sociology of
                                               Religion

Number of Credits: 4

Effective from AY: 2018-2019

Prerequisites for the course:	Any student pursuing her/his post Graduate programme at Goa University is eligible to opt for this course.	
Objectives:	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.	
Content:	1. The scope of sociology of religion	5 hours
	2. Conceptual clarifications and methods in studying religion: Belief systems, magic and religion, Elements of religious experience, Typology of religions	8 hours
	3. Sociological interpretations of religion: Durkheim and sociological functionalism, Weber and phenomenology, Marx and Dialectical Materialism, Levi-Strauss and structuralism	10 hours
	4. Aspects of religion in India: Sacred Knowledge, Sacred Space, Sacred Time, Sacred Persona	15 hours
	5. Contestation over religion in India: Fundamentalism, Communalism, Secularism, The politics of religious conversions in South Asia	10 hours
Pedagogy:	Lectures, Discussions, Presentations, Audio Visual Media	
References/Readings:	1. Baird, Robert D. (Ed.) 1995. *Religion in Modern India (3rd. revised edition).* New Delhi: Manohar. 2. Beckford, James, A. and Demerath III N. J. (Eds.) 2007. *The Sage Handbook of the Sociology of Religion.* New Delhi: Sage Publications. 3. D'Souza, Leela. 2005. *The Sociology of Religion: A Historical Review.* Jaipur:	

Rawat Publishers.

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

5. Madan, T. N. (Ed.). 2011. *India's Religions: Perspectives from Sociology and History.* New Delhi: Oxford University Press.

6. Madan, T. N. 2006. *Images of the World: Essays on Religion, Secularism and Culture.* New Delhi: Oxford University Press.

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

8. Roberts, Keith A. 1984. *Religion in Sociological Perspective.* Homewood, Ill.: The Dorsey Press.

9. Robinson, R. 1998. *Conversion, Continuity and Change: Lived Christianity in Southern Goa.* New Delhi: Sage Publications.

10. Robinson, R. 2004. *Sociology of Religion in India.* New Delhi: Oxford University Press.

11. Turner, Bryan S. 1991. *Religion and Social Theory (second edition).* London: Sage Publications.

12. Wilson, B and Creswell, J. (Eds.). 1999. *New Religious Movements: Challenge and Response.* London and New York: Routledge.

Learning outcomes:	After studying this course students can recognise religion as a socio-culturally constructed institution whose social dynamics has become complex and alarming in contemporary times.	

Programme: M.A. in **Sociology**

Course Code: SOO 216

Title of the Course: Engaging with Contemporary Ethnographies

Number of Credits: 04

Effective from AY: 2019-2020 **Prerequisites for the course:**	Any Post Graduate student may opt for this course.	
Objective:	- Designed as an introduction to the discipline of anthropology through an approach to its core methodology: ethnographic fieldwork - expose students to diverse fields of recent anthropological research, - engage with the dialogues between anthropology and visual arts, cinema and performance, as languages of research,	
Content:	1. Introduction: what is anthropology and fieldwork?	10 Hours
	2. Images and powers: photography, cartography, architecture. Nature and infrastructure.	20 Hours
	3. Urban ethnographies, displacement, violence, violences, place and belonging	15 Hours
	4. Aesthetics, sensorial anthropology, art and ethnography, memory and futurisms	16 Hours
Pedagogy:	- lectures - Readings and class debates - Talks and discussions with invited speakers - Screening of documentaries and audiovisual material - Individual or group assignments	

References/Readings	1. Cohn, Bernard, 1996. *Colonialism and Its Forms of Knowledge* - The British in India. Princeton University Press. (Introduction). 2. Das, Veena, 2004. *Anthropology at the margins of the state*. New Mexico, School of American Research Press. 3. Fabian, Johannes, 2014. *Time and the other*. New York, Columbia University Press.	
Other sources	1. Gordillo, Gaston, 2014. *Rubble: The Afterlife of Destruction*. Duke University Press. 2. Gupta, Pamila. 2009. "The Future(s) of (Colonial) Nostalgia or Ruminations on Ruins." *The Salon* 1. Wits University: Johannesburg. 3. Hobsbawm, Eric; Ranger, Terence (eds). 1983. *The Invention of Tradition*. Cambridge: Cambridge University Press. 4. Mbembe, Achille. 2001. *On the Postcolony*. Berkeley: University of California Press. 5. Said, Edward, 1995. *Orientalism*. London, Penguin. 6. Srinivas, M. N., Shah, A. M., Ramaswamy, E. A., 2002 [1979]. *The fieldworker and the field*. New Delhi, Oxford University Press. 7. Stoler (ed), Ann Laura. 2013. *Imperial Debris. On Ruins and Ruination*. Edited by Ann Laura Stoler. Durham, Londres: Duke University Press. 8. Stoller, Paul. 1989. *The Taste of Ethnographic Things: The Senses in Anthropology*. Contemporary Ethnography Series. Philadelphia: University of Pennsylvania Press. 9. Werbner, Richard (ed). 1998. *Memory and the Postcolony*. New York, Zed Books. **Films:** *Framing the Other* (Ilja Kok e Willem Timmers. 25', 2012) *Dimanche a Brazzaville* (Enric Bach and Adrià Monés. 52', 2011) Torre David (Daniel Schwartz, Markus Kneer. 23', 2013). Art/creative works:	

	A selection of works by distinctive artists as Ethnographic Terminalia, Gonçalo Mabunda, Grada Kilomba, Aanchal Malhotra, Pieter Hugo, Wael Shawky, The Atlas Group, John Akomfrah, Wolukau-Wanambwa, Chimurenga magazine, Sammy Baloji or Panaibra Canda (among others).	
Learning Outcomes	- *diversity of contemporary fields of research in anthropology (and social sciences in a broader perspective)* - *- exposure to the plurality of the cultures of the world and to contemporary social and political problematics, providing students with intellectual tools to critically engage with the society.* - *Reflect on the possibilities of engagement between academic life and active social responsibilities*	

Programme: M.A. in Sociology

Course Code: SOO 217

Title of the Course: Out in the Field: Experimenting Ethnographic Fieldwork

Number of Credits: 04

Effective from AY: 2019-2020

<u>**Prerequisites for the course:**</u>	Any post graduate student can opt for this course.	
<u>**Objective:**</u>	- to introduce students to ethnographic fieldwork - to expose the students that are not familiar with anthropology to what constitutes its core methodology: human contact, participant observation, analysis of field data - to make students experiment with research practice outside classrooms	
<u>**Content:**</u>	1. Before the field: introduction to anthropology and ethnography, introduction to the structure and methodology of a research project	10
	2. Out in the field: fieldwork experience	20
	3. Back to class: discuss notes, experiences, analysis of ethnographic works in several mediums: text, film, image, art practices	10
	4. Final data analysis, building of visual and textual reports, final exhibition	06
<u>**Pedagogy:**</u>	- Lectures and class discussions - If possible, lectures with guest speakers - Fieldwork in/nearby university campus - Screening of documentaries and audiovisual material - Individual or group assignments	
<u>**References/Readings**</u>	1. Newman, Robert, 2019.*Goan Anthropology. Festivals, Films and Fish*. Saligao, Goa 1556. 2. Srinivas, M. N., Shah, A. M., Ramaswamy, E. A., 2002 [1979]. *The fieldworker and the field*. New Delhi, Oxford University Press. 3. Wolf, Arun and Gita Wolf, 2015. *Between Memory and Museum*. New Delhi, Tara Books.	

Other sources	Documentary: https://vimeo.com/127844508 Davies, Charlotte Aull, 1999.*Reflexive Ethnography: A Guide to Researching Selves and Others*. London: Routledge. Denzin, Norman & Yvonna Lincoln, 2000 [1994]. "Introduction: The Discipline and Practice of Qualitative Research" in Norman Denzin & Yvonna Lincoln (orgs.) *Handbook of Qualitative Research*. Thousand Oaks, California: Sage (2nd ed); 1-28. *Documentary: Like here like there* (Anjali Monteiro and KP Jayasankar, 2011) Documentaries from the TISS Media School www.urbz.net (architecture and fieldwork)	
Learning Outcomes	- *Practice of research fieldwork* - *Develop the skills for conducting a research project* - *Exposure to social diversity and cultural backgrounds*	

Anthony Gonsalves Chair
VRPP - Visiting Research Professor Program, Goa University

Western Music Course

SOO 218: UNDERSTANDING CONTEMPORARY MUSIC

Music Notation and Social processes

Part II

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FOUNDATIONS OF WESTERN MUSIC

Introduction

This course is a new edition of Music in Dialogue with Western Philosophy, History and Arts Course:

UNDERSTANDING XXth CENTURY SOCIAL PROCESSES THROUGH CONTEMPORARY MUSIC- Part II. In this second part we will attempt to understand the some of the most important social processes of XXth century on western society through the theory and technique of the contemporary western music.

This 2-credit course is the continuation of the first part offered from Nov 2018 to Jan 2019. This is a practical and theoretical course that includes lectures, practical modules and exercises. Through their participation in this course the students will study different XXth century processes, art currents, creative processes and the foundations of some of the most important masterpieces of contemporary music movement.

This course will dissert about the ideas and evolution of the music parameters and their relation with the Social and political, artistic and economical processes of XXth Century. We assume the goal to study the foundations of Western Music through the analysis of different works and composers and while studying them, both, theoretically and practically, including analyzing the elements that constitute them.

Syllabus

MODULE 1

Classes 1 to 4

CONTEMPORARY MUSIC AND SOCIAL PROCESSES

The Horomenas, Legomenas and Dromenas

I –CONTEMPORARY MUIC AND SOCIAL PROCESSES – Part II

- Review on the first part of the course
- Introduction to the course: Important events of XX Century: Social Processes and Musical currents (part II).
- **Conference I**: Exploring the concepts of The Horomenas, Legomenas and Dromenas in arts (part II).
- **Activity 1:South American revolutions**- Perception and Appreciation of the musical notation phenomena: Analysis of the sound structure phenomena. Introduction to the concepts of directionality and script horizon.
- **Lecture I**: Introduction to the concepts of verticality, horizontality in Music.

II - CREATION DURING XX CENTURY

- Introduction, Structure, History and the Social context of notation in Western Music.
- **Practical module I**: The contemporary scores I – research and construction: mirror of social processes.
- **Music appreciation**: Exercises I.

MODULE 2

Classes 5 to 8

MUSICAL ASEMICITY AS TRANSMUTATION OF SOCIAL PERPLEXITY

Social atonality and music in-gravity

DECOLONIZATION PROCESSES IN CONTEMPORARY MUSIC

I - CONTEMPORARY WESTERN MUSIC INDIALOGUE WITH WORLD LANGUAGES (part II)

- Review-ActivityWM XClass1
- **Conference II**: Musical **asemicity as transmutation of social perplexity part II**
- The Human Script: **creation of an own music notation**.
- **Activity 4**:Music scores - Reading and comprehension – **Decolonization processes**
- **Activity 5**: - Perception and Appreciation of the musical notation phenomena: Analysis of the sound structure phenomena. Introduction to the concepts of directionality and script horizon.
- Perception and Appreciation of the musical notation phenomena II: tonality and gravity in contemporary Music.
- **Lecture II**: H. Villalobos, A. Camaño and S. Revueltas: new currents of music in South America.

II – RELEGERE: SEEKING THE SENSE OF MUSIC (part II)

- Exercise: Directionality in Music
- *Activity8:* Contemporary Music Appreciation.
- **Practical module II**: Einstein on the Beach – OPERA - Seeking sense.
- **Music appreciation**: Exercises II.

MODULE 3

Classes 09 to 11

XXth CENTURY APATHEISM and ATHEISM: CONTEMPORARY MUSICAL CURRENTS

Musical Expression of Social Deception

A MUSICAL LOOK ON PRE-COLONIAL INDIGENOUS CULTURES

I - INDIALOGUE WITH EASTERN PHILOSOPHY: ALEATOREISM AND HENOTHEISM IN MUSICAL NOTATION.

- Review-Activity WM XClass2.
- **Conference I**: The Horomenas, Legomenas and Dromenas in musical notation: *Apatheism* and Atheism after the 2nd World War.
- **Activity 1:** Perception and Appreciation of the musical notation phenomena: Analysis of the sound structure phenomena. Introduction to the concepts of directionality and script horizon.
- **Lecture I**: Introduction to the concepts of verticality, horizontality and language in Music: *Aleatoreism.*

II – Silvestre Revueltas / Alberto Ginastera / H. Villalobos

- Analysis, Semanticist and Script – Aleatoric movements.
- *Activity6*: Introduction, structure, history and the social context of rebirth of Pre-colonial*Theism and Animism* in contemporary music.
- **Practical module II**: The contemporary scores II – research and construction.
- **Music appreciation**: Exercises III.

MODULE 4

Classes 12 to 14

THE ATONALISM - DISHARMONY I

Revolutions, Nationalism and Liberation theology in Latin America (part II)

I – WESTERN MUSIC INDIALOGUE WITH WORLD PHILOSOPHY: TRASPOLATION.

- Review-ActivityWMXClass3.
- *Conference IV:*NOTATION TRASPOLATION: Historical and philosophical review of the Asemicity concept. Asemic social processes.
- **Activity 11**: Perception and Deconstruction of the Musical notation Phenomena: The "Musical Zero gravity II" concept. The atonalism: "Disharmony II".
- **Lecture IV**: Other elements that govern harmony (apart of intonation and pitch).
- **Music appreciation**: Exercises IV – Latin-American composers.

I – RESEARCH ABOUT MUSICAL NOTATION INTEGRATION – SOCIAL REVOLUTIONSand MUSIC NOTATION

- Analysis, Semanticist and Script
- *Activity6*: Singing Music III.
- Introduction, structure, history and the social context of orientalism.
- **Practical module II**: The contemporary scores III – research and construction.

Class 5 (Module)

Class 15

- Review– Full course
- **Conference V: ¿Its possible to predict social movements through art? Limits and barriers.**
- **Practical module IV**: Works appreciation – research and construction.

Final Examination / Report.

Programme: M.A. (Sociology)

Course Code: SOO 219   **Title of the Course**: Tibetan Religious
                                      Life: An Introduction to Nalanda
                                      Tradition

Number of Credits and contact hours: 02
credits and 24 contact hours

Effective from AY: 2019-2010

Prerequisites for the course:	The course is open to any Post-Graduate student of the Goa University.	
Objectives:	Study and understand Nalanda Tradition through engaging with local experts and monk community at Tibetan Monastery	
Content:	5. Introduction of Nalanda Tradition and its relevant to present World	04 Hours
	6. Simple meditation : Lecture and training of meditation technique *Every morning there will be half an hour meditation session	07 Hours
	7. Four Noble Truth	02 Hours
	8. Love and Compassion	02 Hours
	9. Compassion based Ethics • Beyond Religion introduction and first two chapters	02Hours
	10. Excursion to Monasteries: Visit to Drepung, Gaden and Nurbu Ri • Religious Life and thoughts • The Prayer Flag Tradition	07 Hours
Pedagogy:	Lectures, discussions, tutorials, student presentations, and study tour inside the Mundgod Tibetan settlement	
References/Readings:	1. Course Material prepared and complied by His Eminent Geshe Lobsang Samten, Abbot of Drepung Losel Ling Monastery Books: 2. Dalai Lama (2012) Beyond Religion: Ethics for a Whole World, UK : Ebury Publishing 3. Dalai Lama (2001) *Ethics for the New Millennium.* London, United Kingdom: Penguin Publishing Group 4. Matthew T Kapstein. (2006) The Tibetans. USA: Blackwell Publishing 5. Dalai Lama XIV, Kamalashila (2003)	

	Stages of meditation: Training the mind for wisdom. UK: Rider 6. Zopa Rinpoche T (2018) *The Four Noble Truths:A guide to Everyday Life* US: Wisdom Publications 7. Samdhong Rinpoche (2011) *Tibetan Meditation*. UK: Wisdom Tree Publishers	
Learning outcomes:	The Nalanda university had been one of the oldest institutes located in India where various systems of philosophy were taught in detail. Nalanda's scholars were renowned for their pursuit of understanding through the tools of critical analysis. This rich tradition is diligently preserved in Tibetan Monasteries for centuries. This course is designed to introduce students to Nalanda tradition kept alive in Drpung Losel Ling Monastery. Student will learn not only through the Lectures of faculty but also by experiencing first hand through field trip to different part of monasteries and ritual events.	

Programme: M.A. (Sociology)

Course Code: CSSEIP SOO 220   **Title of the Course**: Social Exclusion: Theories, Concepts, and Policies

Number of Credits and contact hours: 04
Effective from AY: 2019-2010

Prerequisites for the course:	Students of any stream can choose this open elective course.	
Objective:	This course will attempt to help to understand the concept of social exclusion and theories and concepts associated with it.	
Content:	• **Definitions Concepts and Themes.** Historical background of the Concept of Social Exclusion and Inclusion	8 hour
	• **Poverty and dimensions of social exclusion.** Human Rights Approach, Deprivation; Inequality; Globalization.	8 hour
	• **Social Exclusion and Marginalization.** Social exclusion -Religion, Race, Caste, Ethnicity; Gender; and Disability, Social exclusion - Class, Region, Culture, Language, Migrants and Refugees	12 hour
	• **Socially Exclusion and Inequality.** Equality, Inequality, Capability, Post-industrial Structuralism, Norm of structural exclusion, Social Policies.	
	• **Inclusive Policy and social change.** Protective discrimination, Public policies to reduce social exclusion, Constitutional safeguards.	12hour
		8 hour
Pedagogy:	Lectures, discussions, seminars and assignments.	

References/Readings	1. Amartya K. Sen, (2007), Social Exclusion. Development in Practice, Published online. 2. Atal, Yogesh, (2003), Managing Multiplicity: The Insider - Outsider Duality Ideological Dimension, Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, edited by A.K. Lal , New Delhi: Concept Publishing Company, Volume-I. 3. Beall, Jo (2002), Globalization and Social Exclusion in Cities: Framing the Debate with Lessons from Africa and Asia, Development Studies Institute, LSEP, London. 4. Buvinic, Mayra and Jacqueline Mazza, (2005), Gender and Social Inclusion: Social Policy Perspectives from Latin America and the Caribbean, Arusha Conference, "New Frontiers of Social Policy. 5. Chebolu, Radha Mohan, (2007), Corporate Quotas: The Myth Action'. Pravartak. 6. David, (1999), Social Exclusion, Buckingham: Open University Press. 7. Dr Kothari, Rajni, (2003), Social Exclusion: Historical, Institutional and Ideological Dimensions, Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, edited by A.K. Lal, New Delhi: Concept Publishing Company, Volume-I. 8. Evans, Ruth and Gill Plumridge, (2007), Inclusion, Social Networks and Resilience: Strategies, Practices and Outcomes for Disabled Children and their Families, Social Policy and Society. 9. Haan, Arjan de, (2001), Social Exclusion: Enriching the Understanding of Deprivation, Institute of Development Studies and Poverty Research Unit, University of Sussex. Sussex. UK 10. Jenkins, Robert, (2006), Social Exclusion of Scheduled Caste Children from Primary Education in India; UNICEF India, New Delhi. 11. Kabeer, Naila, (2006), Social Exclusion and the MDGs. The Challenge of 'Durable Inequalities, in the Asian Context. Institute of Development Studies and Overseas Development Studies Institute. 12. Kurzhan, Robert and Mark. R. Leary, (2001), Evolutionary Origins of Stigmatization: The Functions of Social Exclusion, Psychological Bulletin Vol. 127, No. 2, 187-208, America. 13. Loury, G.C, (2000), Social Exclusion and Ethnic Groups: The Challenge to Economics, Annual World Bank Conference on Development Economics 1999. The International Bank for Reconstruction and Development! The World Bank. 14. O'Brien, D, Joanna Wilkes, Arjan de Haan, Simon	

Maxwell , (1997), Poverty and Social Exclusion in North and South, Institute of Development Studies and Poverty Research Unit, University of Sussex. Sussex. UK.

15. Prasad, R.R. 2003 Social Exclusion: Concept, Meaning and Scope. Ideological Dimensions, Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak edited byA.K. Lal ed, New Delhi: Concept Publishing Company. Pages 145-152.

16. Saavedra, Jaime, Maximo Torero and Hugo Nopo, (2002), Social Exclusion in Peru: An Invisible Wall, Grupo de Analisis para el Desarrollo, Lima, Peru.

17. Saith, Ruhi (2001), Social Exclusion: The Concept and Application to Developing Countries, QEH Working Paper Series -72.

18. Sen, Amartya, (1992), Inequality Re-examined, New Delhi Oxford University Press. Byrne,

19. Sen, Amartya, (2000), Social Exclusion: Concept, Application and Scrutiny, Asian Development Bank, Manila, Philippine

20. Silver, Hilary and S. M. Miller, (2003), Social Exclusion: The European Approach to Social Disadvantage, Poverty & Race Research Action Council, Washington.

21. Sullivan, Elizabeth (2002), Social Exclusion, Social Identity and Social Capital: Reuniting the Global, the Local and the Personal, De Montfort University, UK.

| **Learning Outcomes** | 1. Students will know about the origin of social exclusion its impact on marginalized communities and peoples.
2. Students will be able to examine the cases of social exclusion in the contest of India and existing policies relating to marginalized communities and evolving strategies for making them more inclusive. | |