

Department of Sociology  
Jamia Millia Islamia  
Four Year Undergraduate Course  
Sociology (Major)  
Structure as per NEP 2020

Semester-II						
S. No.	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-SOY -C-151	Classical Sociological Theory	4	40	60	4	100
24-SOY -C-152	Introduction to Social Research	4	40	60	4	100
MINOR						
24-SOY -M-153	Sociological Perspectives	4	40	60	4	100
MDC						
24-SOY -T-154	Media, Culture and Society	3	30	45	3	75
ABILITIY ENHANCEMENT COURSE (AEC)						
To be issued by the University	General English	3	30	45	3	75
SKILL ENHANCEMENT COURSE (SEC)						
24-SOY -S-155	Learning to Write	3	30	45	3	75
VALUE ADDED COURSE						
	SWAYAM	3	30	45	3	75
Compulsory Qualifying-I						
	IRC/ Islamiyat /HRS	2	20	30	2	50
Internship (BS-I-157)- 4 Credits (Summer Break)						
Compulsory Qualifying-II						
	General Urdu	2	12	38	2	50
Total Credits		27+4	Total Marks			675
Exit-1						
UG Certificate (Minimum Credit-48)						

*A.A.*  
09/11/26

(Prof. Azra Abidi)  
Head

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नई दिल्ली / New Delhi-110025

**Department of Sociology**  
**Jamia Millia Islamia, New Delhi**  
**B. A. Sociology (Major), Semester - II**  
**Paper Title – Classical Sociological Theory (Major)**

**Code-BSOC-MJ-201**

**Total Credits: 4**

**Course Objectives:**

The objective of sociological theory is to comprehend our social world. This course introduces the three 'classical' thinkers who made significant contributions to the emergence of Sociology as a discipline. In order to lay a foundation in the fundamental concepts of social theory, we will be interacting with the major works of Karl Marx, Emile Durkheim, and Max Weber.

**Learning Outcomes:**

- To understand the historical background of Sociology.
- To comprehend and apply the concepts and theoretical perspectives of the pioneers of Sociology.
- To be able to use their ideas and perspectives in understanding and analysing both history and contemporary society.

**Unit I: Karl Marx**

- Materialist Conception of History
- Class and Class Conflict
- Alienation

**Unit II: Emile Durkheim**

- Social Fact
- Division of Labour
- Religion and society

**Unit III: Max Weber**

- Methodological Orientations
- Social Action
- Protestant Ethic and Capitalism

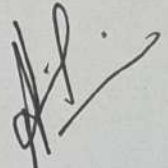
**Readings:**

1. Aron, Raymond, 1982, *Main Currents in Sociological Thought* (2 Volumes), Harmondsworth, Penguin Books.
2. Bottomore, T. (eds.) (2000). *A Dictionary of Marxist Thought*, Oxford, Blackwell.
3. Bottomore, T. B. and Rubel, Maximillian. (1976). *Karl Marx: Selected Writings in Sociology and Social Philosophy*. Penguin Books.
4. Durkheim, E. (1982), *Rules of Sociological Method*, Free Press.
5. Durkheim, E. (2001). *The Elementary Forms of Religious Life*. Oxford: Oxford University Press.
6. Durkheim, E. (2014). *The Division of Labour in Society*, New York: Macmillan.
7. Gerth, H.H. and Mills, C.W.(ed), (1991). *From Max Weber: Essays in Sociology*, London, Routledge and Kegan Paul, (Introduction)

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14/7/25



8. Giddens, Anthony, (1971). *Capitalism and Modern Social Theory*, Cambridge, Cambridge University Press.
9. Hughes, John. A, Martin, Peter. J. and Sharrock, W.W, (1995). *Understanding Classical Sociology- Marx, Weber and Durkheim*
10. Jones, R.A, 1986, *Emile Durkheim: An Introduction to Four Major Works*, London, Sage (Vol. 2).
11. Lukes, Steven. (1985). *Emile Durkheim: His Life and Work*. California: Stanford Press.
12. Marx, Karl and Engels, F. (1848). *The Communist Manifesto*.
13. Marx, Karl. (1977). *Economic and Philosophic Manuscripts of 1844*. Moscow: Progress Publishers (selected pages).
14. Morrison, Ken. 2006. *Marx, Durkheim, and Weber: Formations of Modern Social Thought*, New Delhi: Sage Publication.
15. Parkin, Frank, 2007, *Max Weber*, London & New York, Routledge, (Indian Reprint).
16. Ritzer, G and D. J. Goodman. (2004). *Sociological Theory*, New York, McGraw Hill Company (Part-1 chapter-1, 2, 3, 4).
17. Weber, Max. (2008). *The Protestant Ethic and the Spirit of Capitalism*, New York: Oxford.
18. Weber, Max. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Edited by G.Roth and C. Wittich. Berkeley: University of California Press (Part One, Chapter 1: "Basic Sociological Terms").



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**Department of Sociology  
Jamia Millia Islamia, New Delhi**

**B. A. Sociology (Major), Semester - II  
Paper Title – Introduction to Social Research (Major)**

**Code-BSOC-MJ-202**

**Total Credits: 4**

**Course Objective:**

This course offers an overview of research methodology including the basic concepts employed. The course is designed to prepare under graduate students with the basic understanding of social research methods to enable them participate in processes of social science knowledge production. It will introduce students to the methods and techniques of data collection and analysis most commonly used in social research. They will also learn about the process of data analysis and its presentation including report writing. The course objectives are:

- To sensitize students about the nature of social reality and to create awareness of what is regarded as acceptable knowledge in the discipline.
- To understand some basic concepts of research and its methodologies.
- To identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.
- To equip students with necessary knowledge and skills needed to undertake small research projects.

**Learning Outcomes:** Students who successfully complete this course will be able to:

- Explain key research concepts and issues and formulate research questions.
- Demonstrate the ability to choose methods appropriate to research aims and objectives.
- Understand the limitations of particular research methods.
- To undertake independent research projects and design their own research study.
- To present of their research before larger academic audience.

**UNIT-I: Nature of Social Inquiry**

- Sociology and common sense
- Logic of Enquiry: Inductive and Deductive Research
- Basics of Research: Research Problem, Hypothesis, Validity, Reliability, Operationalisation
- Research Design: Exploratory, Explanatory, Descriptive



## UNIT-II: Data Collection: Tools and Techniques

- Field and Data
- Sampling: Principles of sampling, sampling frame, sampling types
- Data Collection Tools: Observation, Questionnaire, Interview, Documents

## UNIT-III: Analysis and Interpretation of Data

- Basic Data Analysis: Descriptive Statistics, Tabular and Graphic Representation
- Statistical Analysis: Univariate and Bivariate
- Communicating Research: Generation, Presentation, and Follow-Up

### Prescribed Readings:

Babbie, Earl (2013) *The Practice of Social Research*, Wadsworth Cengage Learning, Belmont, California.

Bryman, Alan (2009) *Social Research Methods*, Oxford University Press, New York.

David, Mathew and Carole D. Sutton (2011) *Social Research: An Introduction*, Sage Publication, New Delhi.

Leedy, Paul D. and Jeanne Ellis Ormrod (2015) *Practical Research: Planning and Design*, Pearson Education Limited, England.

Sotirios, Sarantakos (2005) *Social Research*, Palgrave Macmillan, New York.

Srivastava, V. K. (Ed.) (2004) *Methodology and Field Work*, Oxford University Press, New Delhi.

Starbuck William H. (2006) *The Production of Knowledge: The Challenges of Social Science Research*, Oxford University Press, New York.



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**Department of Sociology**  
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**B. A. Sociology (Major), Semester - II**  
**Paper Title – Sociological Perspectives (Minor)**

**Code-BSO-MN-02**

**Total Credits: 4**

**Course Objectives:**

Sociological perspectives are analytical frameworks that sociologists use to study and interpret social phenomena. This course seeks to familiarise the students with various worldviews/perspectives, both epistemological and theoretical, to understand the maze of the social world. The aim of the course is to inculcate the ability to distinguish between different sociological perspectives in terms of their premises, procedures, knowledge claims, and implications for social structures and social change.

**Learning Outcomes:** Students will be able to:

1. Understand and describe plurality of sociological perspectives and the context of their emergence.
2. Distinguish and compare different epistemological and theoretical perspectives in Sociology.
3. Critically engage with the works of sociologists and interpret their central argument.
4. Use different sociological perspectives to examine the social realities at local, national and global levels.

**Unit I: Sociological Perspectives**

- Sociological Imagination
- Plurality of Sociological Perspectives: Macro and Micro
- Positivism and Interpretivism

**Unit II: Early Perspectives**

- Evolutionary and Functionalist
- Interactionist
- Structuralist

**Unit III: Later Perspectives**

- Conflict
- Critical and Feminist
- Post-modern

## Readings:

- Abbott, P., Tyler, M., & Wallace, C. (2006). *An Introduction to Sociology: Feminist Perspectives*. Routledge.
- Bauman, Z. (2010). *Towards a Critical Sociology (Routledge Revivals): An Essay on Common sense and Imagination*. Routledge.
- Cuff, E.C., Sharrock, W.W., Francis, D.W., (2006). *Perspectives in Sociology*. Routledge.
- Mills, C. Wright, (2000). *The Sociological Imagination*. New York: Oxford University Press
- Ritzer, George (ed.). (2004). *Encyclopaedia of Social Theory*. Sage Publications.
- Ritzer, George. (2021). *Sociological Theory*, New York: McGraw Hill.



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**Department of Sociology**  
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**B. A. Sociology (Major), Semester - II**  
**Paper Title – Media, Culture and Society (MDC)**

**Code-SOC-MDC-02**

**Total Credits: 3**

**Course Objectives:**

The course is multidisciplinary and will introduce the students to the basic concepts from the broad field of media studies with a view to provide a critical understanding about the relation between media, culture and society. It will give them the conceptual and theoretical foundations to read and analyze the media texts, and their meanings in different socio-cultural and political contexts. The students will see how media shape, construct and change the culture and the social worlds and vice versa from a variety of approaches. The course will benefit all those students from social sciences, humanities, languages, journalism and communication.

**Learning Outcomes:**

After completion of the course, student would be familiar with the basic concepts, theories and methods to critically evaluate and adjudge the role of digital and social media in making and remaking of culture, politics and society. They would become familiar with the longstanding debates about the questions of reality, representation and identity; democracy and public sphere.

**UNIT-I: Understanding Media**

- Concepts, forms, texts: Old and new
- Theoretical Approaches: Semiotic and Neo-Marxist

**UNIT-II: Media Culture: Production and Reception**

- Representation and identity
- Audiences and effects

**UNIT- III: Media, democracy and cyber citizenship**

- Public Sphere
- Fake Media



### Readings:

- Burton, G., (2017). 2010. *Media and society*. Rawat Publications: New Delhi First Indian Reprint)
- Curran, J. P., & Gurevitch, M. (2005). *Mass Media and Society 4th edition*. Arnold. Chs 1, 2, and 5.
- Hodkinson, P. (2010). *Media, culture and society: An introduction*. Sage. Selected chapters
- Carah, N., & Louw, E. (2015). *Media and society: production, content and participation*. Sage, chs 3, 8 and 9.
- Croteau, D., & Hoynes, W. (2013). *Media/society: Industries, images, and audiences*. Sage Publications. Selected chapters.
- Lyon, D. (2007). *Surveillance studies: An overview*. Polity. Ch.1.
- Pal, J., Chandra, P., & Vydiswaran, V. V. (2016). Twitter and the rebranding of Narendra Modi. *Economic & Political Weekly*, 51(8), 52-60.
- Papacharissi, Z. (2002). The virtual sphere: The internet as a public sphere. *New media & society*, 4(1), 9-27.
- Van de Donk, W., Loader, B. D., Nixon, P. G., & Rucht, D. (2004). *Cyber Protest: New media, citizens and social movements*. Routledge.

### Suggested Readings:

- Bruns, A., Enli, G., Skogerbo, E., Larsson, A.O. and Christensen, C. eds., 2015. *The Routledge companion to social media and politics*. Routledge. Selected chapters.
- Deuze, M. (2023). *Life in Media: A Global Introduction to Media Studies*. MIT Press.
- Herman, Edward S., and Noam Chomsky. (1988). "A Propaganda Model" In *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon.
- Langman, L. (2005). From virtual public spheres to global justice: A critical theory of internetworked social movements. *Sociological theory*, 23(1), 42-74.
- Livingstone, Soia. (2003). "The Changing Nature of Audiences: From the Mass Audience to the Interactive Media User" In Angharad N. Valdivia (ed) *A Companion to Media Studies*. Malden, MA: Blackwell Pub.
- Narayan, S. S., & Narayanan, S. (Eds.). (2016). *India connected: Mapping the impact of new media*. SAGE Publishing India. Selected Chapters.

Mandiberg, M. ed., 2012. *The social media reader*. NYU Press. Chapter 1 (The people formerly known as audience by Jay Rosen).

McLuhan, Marshall. 1964, „Roads and Paper Routes“ In *Understanding Media: Extensions of Man*. New York: McGraw- Hill Book Co.

McQuail, D., 1987. *Mass communication theory: An introduction*. Sage Publications, Inc.

*Note: The suggested learning material can also be supplemented by audio- visual texts, and more readings as deemed fit by the course teacher to meet the requirement of the class.*

**Evaluation:** The course will be assessed out of 100 marks. Internal Assessment will be of 25 marks, split over two terms. It will be based on the exercises, readings and tests assigned by the course.

The End-semester written examination will be of 75 marks.



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**Paper Title – Learning to Write (SEC)**

**Code-BS-SEC-02**

**Total Credits: 3**

**Course Objectives:**

- To familiarize students with different forms of writing
- To learn the craft of expressing oneself through writing
- To be able to make an independent argument while drawing upon existing sources of knowledge
- To discuss issues of academic integrity

**Learning Outcomes**

- Familiarization with academic vocabulary
- To use writing to organize ideas and make an argument
- Learn citation and referencing
- Assess and review academic work

**Unit I: Pre-writing**

- Reading to write
- Paraphrasing and summarizing

**Unit II: Writing**

- Structuring an argument
- Citation and referencing

**Suggested Readings:**

- \* Becker, Howard S. *Writing for Social Scientists-How to Start and finish Your Thesis, Book, or Article*. The University of Chicago Press, Chicago and London, 1986, 2007.
- \* Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. 3rd ed. Chicago Guides to Writing, Editing and Publishing. Chicago, IL: University of Chicago Press.
- \* Crème Phyllis and Mary R. Lea. 2008. *Writing at University: A guide for Students* (3<sup>rd</sup> edition), Open University Press, McGraw Hill, England.

- \* Flesch, Rudolf. *The Art of Readable Writing*. Harper and Row Publishers, New York and Evanston, 1949.
- \* Heard, Stephen B. *The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton University Press, 2016.
- \* Henderson, Eric. 2015. *The Active Reader: Strategies for academic reading and writing*, Oxford University Press, Oxford.
- \* Roberts, Jamie Q., and Caitlin Hamilton. 2020. *Reading at University: How to Improve Your Focus and Be More Critical*. Bloomsbury Study Skills. Bloomsbury Academic. <https://books.google.co.in/books?id=zxmlyAEACAAJ>.
- \* Sarnecka, Barbara W. (2019). The writing workshop: Write more, write better, be happier in academia. (n.p.): Author. <https://osf.io/z4n3t>
- \* Trimble, John R. *Writing with style-Conversations on the Art of Writing*. Prentice Hall, New Jersey, 1975.

#### Classroom activities:

The students will learn to identify the different types of writing, using handouts in class. Hands-on practice sessions will include free writing, compiling a review of literature and paraphrasing and summarizing prescribed sections in the classroom.

Mind mapping and word clustering exercises will be carried out in class to help students generate ideas and elaborating upon them. Classroom exercises and assignments will help them draft an argument while analysing existing literature.

The course instructor will guide students through the different styles of citation and referencing in the classroom and teach them to cite sources responsibly.



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