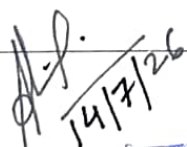


Department of Sociology

Curriculum Structure for M.A. Sociology under NEP- 2020

Academic Session-2026-27 Onwards

M.A. Semester- I for Two-Year PG Programme in Sociology						
Course Code	Paper Title	Credits	Internal Marks	Theory Marks	Weekly Hours	Total Marks
26-MSO-101	Sociological Theory	4	40	60	4	100
26-MSO-103	Indian Society: Structure and Processes	4	40	60	4	100
26-MSO-102	Economy, Polity and Society	4	40	60	4	100
26-MSO-104	Ethnicity, Minorities and Multiculturalism	4	40	60	4	100
26-MSO-105	Research Methodology-I	4	40	60	4	100
26-MSO-106-A	Seminar Mode*(Opt any one) i-Ecology and Sustainability	4	40	60	4	100
26-MSO-106-B	ii- Sociology of Health					
26-MSO-106-C	iii- Indigenous Knowledge System					
26-MSO-108	AI in Social Science Research Swayam (Over and Above Course will be implemented)	2 ,3,4 Credit	40% for internal and 60% will be for Theory exam			
Total Credits=24 (2,3,4 credit course from Swayam will be implemented. Then total credit will be 26,27 or 28)						


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M.A. Two-Year Sociology Programme Under NEP-2020
Sociological Theory (Core)

M.A. Sociology, Semester I
Level-400

Credits: 4

Marks: 100

Course Objectives:

Sociological theories try to understand the social world and its history. The course will give a rigorous and advanced level of conceptual vocabulary to make the students analyse and interpret the complexities of the social worlds. Unit I begins with the Age of Enlightenment and the pioneering responses and intellectual development in Europe to grasp the new social order. The classical theoretical traditions of Marx, Durkheim and Weber are discussed and how they have shaped and currently permeates the discipline of sociology. Unit II shows the transition from classical to contemporary theory with the rise of American Sociology with Parsons and Merton; and their contributions to the school of structural-functionalism is analyzed. Then structuralism of Saussure and Levi-Strauss; and social self of Goffman is dealt with. Unit III discusses the neo-Marxists like Marcuse, Walter Benjamin, Habermas and Gramsci. Unit IV deals with the works of some of the contemporary sociologists like Giddens and Bourdieu, wherein the structure-agency integration is focused upon.

Learning Outcomes:

- To acquire in-depth knowledge of selected classical and contemporary theories.
- To have insight into the use of different sociological theories and the connection between present sociology and classical sociological theories.
- To develop the capacity for critical reflection on micro and macro levels of sociological analysis.
- To lead to an enhanced ability to apply sociological concepts, themes and perspectives in the explorations of empirical reality.

Unit I: Dawn of Reason and Foundations of Sociological Theory

- Division of Labour: Emile Durkheim
- Historical Materialism: Karl Marx
- Capitalism and Religion: Max Weber

Unit II: Self, Social Action and Structure

- Social Self: Goffman
- Structure, System and Functions: Parsons, Merton
- Structuralism: Saussure, Levi-Strauss

Unit III: Culture and Hegemony

- Critical Theory: Marcuse, Benjamin
- Communicative Action: Habermas
- Hegemony: Gramsci

Unit IV: Structure-Agency Integration

- Structuration: Giddens
- Practice: Bourdieu
- Post-structuralism

Essential Readings for Unit I:

1. Benton, Ted. *Philosophical Foundations of the Three Sociologies* (chapters 5, 7, & 8). 1977. Routledge & Keagan Paul, London.
2. Durkheim, Emile, *The Division of Labor in Society*. Free Press: New York. 1984.
3. Marx, Karl and Engels, F. 1969, *Selected Works*, Vol. I, Moscow, Progress Publishers.
4. Marx, Karl, 1977, *Economic and Philosophic Manuscripts of 1844*, Progress Publishers: Moscow (pages 66-80).
5. Nisbet, R.A. 1967. *The Sociological Tradition*. "The Unit Ideas of Sociology." Pp. 3-20, and "The Two Revolutions." Pp. 21-44. Heinemann: London.
6. Weber, Max. 1976. *The Protestant Ethic and the Spirit of Capitalism*. Allen and Unwin: London.

Essential Readings for Unit II:

1. Goffman, Erving, (1959), *The Presentation of self in Everyday Life*, Anchor, New York.
2. Merton, R.K. 1968. *Social Theory and Social Structure*, Glencoe: Free Press (chap. 1).
3. Parsons, Talcott. 1951. *The Structure of Social System*, Free Press, Glencoe (Preface by Bryan Turner).

Essential Readings for Unit III:

1. Benjamin, Walter. 1969. "The Work of Art in the Age of Mechanical Reproduction" in *Illuminations* edited by Hannah Arendt. New York: Schocken Books.
2. Gramsci, Antonio (2004), *Selections from the Prison Notebooks*, Orient Longman, Chennai. (Part I – chap. 1 and Part II - chap. 2)
3. Habermas, Jurgen, 1987. *The Theory of Communicative Action. (Vol. Two: Lifeworld and System: The Critique of Functionalist Reason.)* Boston: Beacon Press.
4. Marcuse, Herbert. 2002. *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Routledge (Preface by Douglas Kellner).

Essential Readings for Unit IV:

1. Bourdieu, Pierre (1977) *Outline of a Theory of Practice*, Cambridge University Press: Cambridge
2. Bourdieu, Pierre (1985) 'The Genesis of the Concepts of Habitus and Field' in *Sociocriticism: Theories and Perspectives*, Vol. II, No.2, December
3. Giddens, Anthony, (1984), *The Constitution of Society*, Polity Press, Cambridge (chapter 1).

Suggested Readings:

1. Agger, Ben 1991. 'Critical Theory, Post-Structuralism, Post-modernism: Their Sociological Relevance' *Annual Review of Sociology* 17: 105-131.
2. Calhoun, Craig *et. al.* (eds.), 2002, *Contemporary Sociological Theory*, Blackwell.
3. Craib, Ian, 1984, *Modern Social Theory: From Parsons to Habermas*, 1984, Wheatsheaf Books, Sussex. (Chaps 3, 11 and 12).
4. Goffman, Erving. 1983. "The Interaction Order. American Sociological Association 1982 Presidential Address". *American Sociological Review*. 48:1-17.
5. Goldman, Lucien. *Enlightenment*. 1968. Routledge. London.
6. Held, David (1980). *Introduction to Critical Theory: Horkheimer to Habermas*, 1980, University of California Press: Berkeley and Los Angeles.
7. Lukes, Steven, ed. 1982. *Durkheim: His Life and Work*.


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Department of Sociology

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M.A. Two-Year Sociology Programme Under NEP-2020

Indian Society: Structure and Processes (Core)

M.A. Sociology, Semester I

Level-400

Credits: 4

Marks: 100

Course Objectives:

Indian society has always fascinated academics to percept and comprehend its complex intersectionality. It offers a formidable academic challenge to make sense of the co-existing multiple realities. Sociologists have applied various perspectives to understand this diversity. Through empirical investigation sociology has made tremendous progress popularly held beliefs with the help of theories and methods of sociology. This paper critically examines the conservative understanding of Indian society and highlights the changes and continuity witnessed in Indian society. There is a great deal of misinformation and myth surrounding the Indian society which requires complex analysis facts, figures and empirical investigation. The complexity of caste, gender and ethnicity in contemporary societies need careful attention. It explores the complex issues of diversity, identity, inequality and social justice. Each unit in the paper tries to understand Indian society from a sociological perspective. It attempts to understand the outcomes of the resistance and alteration in Indian society. Larger objective of understanding Indian society is to understand the processes of social engineering and nation building project.

Learning Outcomes:

After Studying the course students will be able to:

- Explain the major approaches to understand Indian society
- Discuss the various dimensions of diversity and inequality prevalent in Indian society
- Describe important structural elements which influence our day-to-day interaction and relation.

- Describe the dynamism of resistance and change in Indian society.

Unit I: Perspectives to Understand Indian Society

- Indological
- Structural-Functional and Marxist
- Subaltern and Feminist

Unit II: Indian Social Structure

- Tribe, Caste and Class
- Family and Kinship
- Rural and Urban Social Structure

Unit III: Contemporary Issues:

- Identity: Exclusion and Inclusion
- Diversity and Social Justice

Unit IV: Social Interaction and Processes

- Dissent, Protest and Movements
- Legislation and Social Change

Essential Readings

Acharya, S. (2016). [Review of The Changing Village in India - Insights from Longitudinal Research, by P. J. Himanshu & G. Rodgers]. *Indian Journal of Industrial Relations*, 52(1), 171–174. <http://www.jstor.org/stable/43974606>

Agnes, F. (1992). Protecting women against violence? Review of a decade of legislation, 1980-89. *Economic and political weekly*, WS19-WS33.

Berreman, G. D. (1967). Caste as social process. *Southwestern Journal of Anthropology*, 23(4), 351-370.

Chakrabarty, D. (1995). Modernity and Ethnicity in India: A History for the Present. *EPW*, 30(52), 3373-3380.

Chakravarti, U. (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and political weekly*, 579-585.

Dahiwal, S.M, (ed.). (2005) Understanding Indian Society: The Non-Brahmanic Perspective (Ch. 1, 2, 3, 5 & 11).

Deshpande. A. (2013). Affirmative Action in India, OUP, Delhi.

Dhanagare, D.N., (1999). Themes and Perspectives in Indian Sociology, Rawat Publications.
Dumont. Louis (1970). *Homo Hierarchicus*, London, Paladin.

Galanter, Marc (1984). *Competing Equalities: Law and the backward Classes in India*, OUP, Delhi.

Geetha, V. (2007). *Patriarchy*. Stree, New Delhi.

GURU, G. (2016). Shifting Categories in the Discourse on Caste and Class. *Economic and Political Weekly*, 51(47), 21–25.

Himanshu, Praveen Jha and Gerry Rodgers (Ed. 2016) *The Changing Village in India Insights from Longitudinal Research*, Oxford University Press.

Karve, Iravati. (1994). The Kinship map of India, in Patricia Uberoi(ed.) *Family, kinship and marriage in India*. Delhi: OU, pp.50-73.

Kolenda, P., (1997). *Caste in Contemporary India: Beyond Organic Solidarity*, Rawat Publication, Jaipur

Mencher, Joan (1974). “The Caste System Upside down, or the not-so-mysterious east” *Current Anthropology*, 15(4), 469-493.

Oommen, T. (1994). Religious Nationalism and Democratic Polity: The Indian Case. *Sociology of Religion*, 55(4), 455-472.

Parekh, B. (1995). Cultural Pluralism and the Limits of Diversity. *Alternatives: Global, Local, Political*, 20(4), 431-457.

Rao. M.S.A (ed.) (1992). *Urban Sociology in India*, Orient Longman Ltd.

Shah, A. M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.

Shah, A.M. (2010). *The Structure of Indian Society: Then and Now*, Rutledge, New Delhi.

SIMPSON, E. (2016). Village Restudies: Trials and Tribulations. *Economic and Political Weekly*, 51(26/27), 33–42.

Singh, D. (1991). Protest Movements in India. *The Indian Journal of Political Science*, 52(4), 448-457.

Singh. Y. (1986). *Modernisation of Indian Tradition*, Rawat Publication, Delhi.

Srinivas M.N. (1995). *Social Change in Modern India*, Orient Longman, New Delhi.

Srinivas. M.N. (1980). *India: Social Structure*, HPC, Delhi.

Stroope, S. (2012). Caste, Class, and Urbanization: The Shaping of Religious Community in Contemporary India. *Social Indicators Research*, 105(3), 499-518.

Thomas, G. (2005). Solving India's Diversity Dilemma: Culture, Constitution, & Nehru. *Georgetown Journal of International Affairs*, 6(2), 21-27.

Thorat, S., & Attewell, P. (2007). The Legacy of Social Exclusion: A Correspondence Study of Job Discrimination in India. *EPW*, 42(41), 4141-4145.

Thorat. S. & K. S. Newman (ed.) (2010). *Blocked by caste: economic discrimination in modern India*, New Delhi, OUP.

Xaxa, Virginius. (2008). *State, Society, and Tribes: Issues in Post-colonial India*, Person, New Delhi.

Béteille, A. (1967). Race and Descent as Social Categories in India. *Daedalus*, 96(2), 444-463.

Bose, N.K. *Tribal Life in India*, NBT, India

Desai, A.R. (2005). *Social Background of Indian Nationalism*, Popular Prakashan (Selected Ch.)

Ghurye, G.S. (1950). *Caste and Class in India*, Bombay, Popular Depot.

Gottlob, M. (2007). India's Unity in Diversity as a Question of Historical Perspective. *EPW*, 42(9), 779-789.

Mucha, J. (2012). Toward an Interactionist Sociology of Ethnic Relations. *Polish Sociological Review*, (177), 19-37.

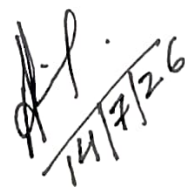
Perumal Murugan, *Black Coffee in a Coconut Shell: Caste as Lived Experience*

Redfield, R. (1955). The Social Organization of Tradition. *The Far Eastern Quarterly*, 15(1), 13-21.

Redfield, R. (1956). *Little Community, Peasant Society and Culture*, Chicago.

Singh, Y. (1996). Sociology and the Emerging Challenge of Change. *Sociological Bulletin*, 45(1), 1-13.

Sinha, S. (1958). Tribal Cultures of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization: A Preliminary Statement. *The Journal of American Folklore*, 71(281), 504-518.



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M.A. Two Year Sociology Programme Under NEP-2020

ECONOMY, POLITY AND SOCIETY

M. A. Sociology, Semester I

Level-400

Credit: 4

Marks:100

Course Objectives: This course introduces students to the sociological analysis of the relationships among economy, polity, and society, treating them not as autonomous spheres but as co-constituted institutional orders. It aims to provide an outlook to contemporary economic and political issues. The source of study is theoretically prescribed in order to provide grand meaning to the question of political economy. **Unit I** engages with the foundational theoretical traditions that inform the study of political economy: Weber's analysis of authority, Gramsci's concept of hegemony, Althusser's Ideological State Apparatus, Foucault's governmentality and panopticism, and Habermas's public sphere and its relationship to citizenship, participation, and democratic legitimacy. **Unit II** explores how economies are not self-regulating systems but are embedded in social relations, cultural norms, and political through Weber, Polanyi, Granovetter and Bourdieu. It further engages with the concepts of reciprocity, gift, and the social meaning of money, and analyses the nature of work, the labour process, and alienation under capitalism. **Unit III** explores markets, capitalism and citizenship through debates on violence, representation and the transformation of citizens into consumers. **Unit IV** addresses platform labour, precarity, data capitalism, e-governance and digital political mobilization, drawing on Marx and contemporary scholarship to analyse the changing relationship between state, market and society in the digital age.

Learning Outcomes:

- To explain the foundational frameworks of political economy including the contributions of classical and contemporary scholars and apply them to the study of state power ideology
- To examine economic institutions and market processes through the concepts of embeddedness, reciprocity, gift, labour, and alienation.
- To analyse the relationship between capitalism, markets, and citizenship, with particular attention to representation and exclusion.

- To assess how digital infrastructure and platform economies reconfigure relations between state, market, and society.

Unit I: Political Institutions and Everyday Life

- Power, Authority and the State
- Governmentality, Panopticon and Hegemony
- Public Sphere, Media and Participation

Unit II: Economic Institutions and Processes

- Social Embeddedness of Economies
- Fordism and Post Fordism
- Reciprocity and Gift
- Work, Labour and Alienation

Unit III: Capitalism, Markets and Citizenship

- Markets, Capitalism and Violence
- Citizenship, Representation and Exclusion
- Citizen to Consumer

Unit IV: Changing Political Economy and Contemporary Trends

- Informality, Platform Labour and Precarity
- E-Governance and Data Capitalism
- Digital Spaces and Political Mobilization

Readings for Unit I:

- Althusser, Louis. (1971). 'Ideology and Ideological State Apparatuses' in *Lenin and Philosophy and Other Essays*. New York, Monthly Review Press.
- Bourdieu, P., & Farage, S. (1994). Rethinking the State: Genesis and structure of the bureaucratic field. *Sociological Theory*, 12(1), 1-18.
- Corbridge, S., Williams, G., Srivastava, M., Véron, R. (2005). *Seeing the State: Governance and Governmentality in India*. Cambridge University Press.

- Chatterjee, P. (2004). *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. United Kingdom: Columbia University Press.
- Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & P. Miller (Eds.), *The Foucault Effects: Studies in Governmentality* (pp. 87-104). London: Harvester Wheatsheaf.
- Foucault, M. (2008). "Panopticism" from "Discipline & Punish: The Birth of the Prison." *Race/Ethnicity: Multidisciplinary Global Contexts*, 2 (1), 1-12.
- Fraser, Nancy. (1992) 'Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy' in *Habermas and the Public Sphere*, Craig Calhoun, ed. Cambridge, MIT Press. pp. 109-142.
- Gerth, H. H., & Mills, C. W. (1946). Politics as a Vocation. *From Max Weber: Essays in Sociology*, 77-128.
- Gramsci, A. (2020). Selections from the Prison Notebooks, in *The Applied Theatre Reader*. Routledge.
- Habermas, Jurgen. (1989). *The Structural Transformation of the Public Sphere: An Enquiry into a Category of Bourgeois Society*, Cambridge. The MIT Press.
- Udupa, S. (2015). *Making News in Global India: Media, Publics, Politics*. Cambridge: Cambridge University Press.
- Weber, M. (1978). *Economy and Society*, Vol. 2, University of California Press. (Chapter IX: 'Political Communities').

Essential Readings for Unit II:

- Amin, A. (ed.). (2011). *Post-Fordism: A Reader*. John Wiley & Sons.
- Bourdieu, Pierre, 1998, "The Economy of Symbolic Goods" in *Practical Reason: On the Theory of Action*, Polity, Cambridge, (chapter 5).
- Bornstein, E. (2012). *Disquieting gifts: Humanitarianism in New Delhi*. Stanford University Press.
- Braverman, H. (1998). *Labor and Monopoly capital: The degradation of work in the twentieth century*. NYU Press.
- Faraoun, A. (2024). Theorizing labor in the platform economy: Labor restructuring in historical perspective. *Sociology Compass*, 18(11), e70018.
- Granovetter, M. (1985). Economic Action and Social Structure: The Problem of Embeddedness. *American Journal of Sociology*, 91(3), 481-510.

- Kumar, Krishna. (1995). *From Post-Industrial to Post-Modern Society: New Theories of the Contemporary World*, Blackwell Publishers, Oxford (chapter 3).
- Mauss, Marcel. (1990). *The Gift*, Routledge, London. (Introduction, chapters 1 and 2).
- Nurit Bird-David and Asaf Darr. (2009). Commodity, Gift, and Mass-Gift: On Gift-Commodity Hybrids in Advanced Mass Consumption Cultures. *Economy and Society*, 38(2), 304-325.
- Polanyi, K. (1982 [1957]). "The Economy as Instituted Process" in M. Granovetter & R. Swedberg (Eds), *The Sociology of Economic life* (pp. 29–51). London: Westview Press.
- Smith, C. (2015). "Continuity and Change in Labor Process analysis forty years after Labor and Monopoly capital". *Labor Studies Journal*, 40(3), 222-242.
- Swedberg, Richard, "Max Weber's Central Text in Economic Sociology" in Mark Granovetter and Richard Swedberg (eds.), 2011, *The Sociology of Economic Life*, (3rd Edition), Boulder: Westview Press.
- Tonkiss, Frank, 2008, *Contemporary Economic Sociology: Globalization, Production, Inequality*, Routledge, Special Indian Edition (Chapter 4).
- Zelizer, V. A. (1989). The Social Meaning of Money: "Special Monies." *American Journal of Sociology*, 95(2), 342–377.

Essential Readings for Unit III:

- Baviskar, A. (2020). *Uncivil City: Ecology, Equity and the Commons in Delhi*. New Delhi: Sage.
- Fligstein, N., & Dauter, L. (2007). The Sociology of Markets. *Annual Review of Sociology*. 33(1), 105-128.
- Fraser, N. (2023). *Cannibal capitalism: How our system is devouring democracy, care, and the planet and what we can do about it?* Verso Books.
- Guha, Ranajit, and G. C. Spivak, (eds.). (1988). *Selected Subaltern Studies*, New York, Oxford University Press.
- Hirschman, Albert. (1982). Rival Views of Market Society: Civilizing, Destructive, or Feeble?, *Journal of Economic Literature* 20, 1463-1484.
- Kaur, R. (2020). *Brand new nation: Capitalist dreams and nationalist designs in twenty-first-century India*. Stanford University Press.
- Marshall, T. H. (1950). *Citizenship and Social Class: And Other Essays*. United Kingdom: University Press. *Value of Everything: Making and taking in the global economy*. Hachette UK.

- Shah D.V. Douglas M. McLeod, Lewis Friedland and Michelle R. Nelson. (2007). "Introduction: The Politics of Consumption/ The Consumption of Politics". *The Annals of the American Academy of Political and Social Science*, May, 2007, Vol. 611, pp. 6-15. Sage Publications.
- Pandey, Manisha T., 2015. "New Capitalism and Violence: The case of Special Economic Zones in India", in Manish K. Verma (ed.) *Globalization and Environment: Discourse, Policies and Practices*. New Delhi: Rawat Publications.
- Roy, A. (2022). *Citizenship Regimes, Law, and Belonging: The CAA and the NRC*. Oxford University Press.
- Schudson Michael. 2006. "The Troubling Equivalence of Citizen and Consumer". *The Annals of the American Academy of Political and Social Science*, Nov., 2006, Vol. 608, Politics, Social Networks, and the History of Mass Communications Research: Rereading Personal Influence (Nov., 2006), pp. 193-204. Sage Publications.

Essential Readings for Unit IV:

- Bradford, A. (2023). *Digital empires: The global battle to regulate technology*. Oxford University Press.
- Christian Fuchs. "Karl Marx in the Age of Big Data Capitalism" in *Digital Objects, Digital Subjects: Interdisciplinary Perspectives on Capitalism, Labour and Politics in the Age of Big Data* (eds.) David Chandler and Christian Fuchs. University of Westminster Press.
- Han, B. C. (2022). *Infocracy: Digitization and the crisis of democracy*. John Wiley & Sons.
- Kenney Martin and Zysman John. "The Rise of the Platform Economy". *Issues in Science and Technology*, Spring 2016, Vol. 32, No. 3 (Spring 2016), pp. 61-69. Arizona State University.
- Marx, K. 1959. "Estranged Labour" in *Economic and Philosophic Manuscripts of 1844*. Progress Publishers. Moscow (pp. 66-80,).
- Pandey, Manisha T. & Parashar, N. (2025). "Digital Spaces and Political Mobilization". *Indian Studies Review*.
- Pandey, Manisha T., & Parashar, N. (2025). Policy and Politics of the Digital: Technological and Regulatory Trajectory in India. *Kashmir Journal of Social Sciences*, 13(1).
- Prodnik Jernej A. 2021. Algorithmic Logic in Digital Capitalism in Pieter Verdegem. (ed.) *AI for Everyone?: Critical Perspectives*. University of Westminster Press.
- Srnicek, N. (2017). *Platform capitalism*. John Wiley & Sons.

- Standing, Guy (2011). *The Precariat: The New Dangerous Class*. London: Bloomsbury Academic.
- Surie, A., Huws, U. (2023). "Platformization and Informality: Pathways of Change, Alteration, and Transformation" in Surie, A., Huws, U. (eds) *Platformization and Informality . Dynamics of Virtual Work*. Palgrave Macmillan, Cham.
- Udupa, S., & Pohjonen, M. (2019). Extreme speech and global digital cultures- Introduction. *International Journal of Communication*, 3049-3067.
- Zuboff, S. (2015). "Big Other: Surveillance Capitalism and the prospects of an Information Civilization". *Journal of Information Technology*, 30(1), 75-89.
- Zuboff, S. (2023). "The Age of Surveillance Capitalism" in *Social theory re-wired* (pp. 203-213). Routledge.


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M.A. Two-Year Sociology Programme Under NEP-2020

Ethnicity, Minorities and Multiculturalism (Core)

M.A. Sociology, Semester I

Level-400

Credits: 4

Marks: 100

Course Description

This course introduces students to the sociological study of ethnicity, minorities and multiculturalism by examining how identities, boundaries and differences are socially produced, politically negotiated and institutionally managed. It moves beyond a descriptive understanding of ethnic and minority groups to explore processes of boundary-making, minoritisation, recognition, representation, citizenship and democratic accommodation.

The course engages with major theoretical perspectives on ethnicity, pluralism, multiculturalism, group rights, equality and diversity, while also examining the tensions between heterogeneity and homogenising tendencies in modern societies. It encourages students to think critically about how democratic societies respond to difference through law, policy, public culture, dialogue, disagreement and institutional practices.

The course also introduces contemporary debates on public reasoning, social trust, visibility, institutional responsiveness and the ethical management of diversity in plural societies. The emphasis throughout is on developing a sociological understanding of how diverse communities negotiate belonging, conflict, coexistence and cultures of peace in Indian and comparative contexts.

Learning Outcomes

By the end of the course, students should be able to:

- Explain major sociological theories of ethnicity, boundary-making and identity formation.
- Distinguish between minority as a numerical category and minoritisation as a social, political and institutional process.

- Critically examine debates on pluralism, multiculturalism, recognition, redistribution, citizenship and group-differentiated rights.
- Analyse how democratic societies negotiate difference through law, policy, public culture, dialogue and institutional practices.
- Understand the relationship between diversity, prejudice, social distance, accommodation, trust, reconciliation and cultures of peace.
- Apply sociological concepts to contemporary debates on identity, representation, inclusion and coexistence in India and globally, while developing an informed appreciation of democratic dialogue, public reasoning, mutual respect and constructive engagement with difference.

UNIT-I

Understanding Ethnicity: Concepts and Perspectives

- Theorising Ethnicity
- Boundaries, Belonging and Collective Memory
- Enclaves, Segregation and Ethnic Social Worlds

UNIT-II

Minorities, Minoritisation and Democratic Citizenship

- Minorities across Societies: Comparative Perspectives
- Minoritisation, Marginality and Exclusion
- Rights, Representation and Collective Assertion

UNIT-III

Pluralism, Multiculturalism and Recognition

- Pluralism and Multiculturalism: Conceptual Foundations
- Recognition, Equality and the Justice of Difference
- New Forms of Plural Life and Super-Diversity

UNIT-IV

Diversity, Dissent and Cultures of Peace

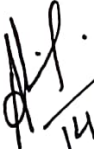
- Difference, Prejudice and Social Distance
- Democracy, Dissent and the Limits of Accommodation
- Dialogue, Conflict Transformation and Democratic Coexistence

Essential Readings

- Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- Bajpai, R. (2011). *Debating difference: Group rights and liberal democracy in India*. Oxford University Press.
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**Department of Sociology
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M.A. Two-Year Sociology Programme Under NEP-2020

Research Methodology-1 (Core)

**M.A. Sociology, Semester- I
Level-400**

Credits: 4

Marks: 100

Course Introduction

This course introduces postgraduate sociology students to the philosophical foundations, methodological approaches, and practical techniques of social research. It examines key debates in ontology and epistemology, explores fieldwork practices, ethics, reflexivity, and ethnography, and develops skills in data collection, analysis, and interpretation. By integrating qualitative, quantitative, and mixed-methods approaches, the course equips students with the conceptual understanding and methodological competence necessary for conducting rigorous sociological research as per the vision of NEP-2020.

Learning Objectives

The course aims to make students:

- Understand the major philosophical foundations of social research
- Know the difference between deductive, inductive, and grounded theory approaches in sociological inquiry.
- Know the ethical implications of their researcher positionality and practices in the field.
- Understand the meaning of universe, sampling units and sampling types for social research.
- acquire foundational skills in qualitative, quantitative, and mixed-methods data analysis.

Learning Outcomes

After completion of the course, students will be able to:

- Critically evaluate different methodological approaches and their relevance to sociological research.
- Design and conduct ethically informed research and be reflexive during the research process.

- Collect, organize, and analyze qualitative and quantitative data using appropriate methods, techniques and tools.
- Interpret research data through thematic, narrative, and statistical data analytical approaches.
- Integrate qualitative and quantitative approaches using mixed-methods research designs as per the requirement of their dissertation topic.

Unit 1: Methodological Perspectives

- Ontology: Subjectivism, Objectivism, Constructivism
- Epistemology: Empiricism, Interpretivism, Realism
- Deductive, Inductive and Grounded Theory

Unit 2: Fieldwork, Ethics and Reflexivity

- Self- Other, Insider- Outsider
- Ethnography as Method and Methodology
- Sampling, Tools and Techniques of Data Collection, Survey Research

Unit 3: Data Integration and Analysis

- Thematic Analysis, Narrative Analysis
- Basic Social Statistics (Workshop Mode)
- Mixed Methods

Readings:

1. Bryman, Alan, 2006, "Integrating quantitative and qualitative research: how is it done?" Sage Journal Publication.
2. Bryman, Alan, 2016. *Social Research Methods*. Oxford University Press. International Edition.
3. Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press. Chapters. 2, 4 and 5.
4. Howell, S. 2018. Ethnography. In *The Cambridge Encyclopedia of Anthropology* (eds) F. Stein, S. Lazar, M. Candea, H. Diemberger, J. Robbins, A. Sanchez & R. Stasch. <http://doi.org/10.29164/18ethn>

5. Guthrie, G., 2010. *Basic Research Methods: An entry to social science research*. SAGE Publications India Pvt Ltd. Section-3 on Data Analysis.
6. Healey, J.F., 2005. *Statistics: A tool for Social Research*. Cengage (10th Edition). First Indian Reprint. (Part- I Descriptive Statistics).
7. Martin, J.I. and Knox, J., 2000. Methodological and ethical issues in research on lesbians and gay men. *Social work research*, 24(1), p.51.
8. Weinstein, J., 2010. *Applying social statistics: An introduction to quantitative reasoning in sociology*. Bloomsbury Publishing PLC. Chapters 1, 2, 3, 4, 5, 10.
9. Srinivas, M.N., AM Shah, and E.A. Ramaswamy. (Eds.). 1979. *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. New York: Oxford University Press, 1979. (Second Edition) Selected case studies.
10. Srivastava, V.K., 2004. *Methodology and Fieldwork. Oxford In India readings in Sociology and Anthropology*. OUP: New Delhi. Selected Chapters.

Suggested Readings:

- Brewer, John., 2000. *Ethnography*. Open University Press. Berkshire. Indian Reprint (10th Edition). Chapters 2,3,and 4.
- Collins, R., 1989. Sociology: Proscience or antiscience? *American Sociological Review*, pp.12
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- Johnson, R.B. and Onwuegbuzie, A.J., 2004. Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), pp.14-26.
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Ecology and Sustainability

Seminar Mode Course
M.A. Sociology, Semester-I
Academic Session 2026-27
Level-400

Credit-4

Marks:100

Course Objectives:

This seminar mode course on Ecology and Sustainability is designed as an advanced, student-centred academic engagement rather than a conventional classroom teaching-based course. The course aims to develop a critical sociological understanding as well as rethinking relations of ecology, society and sustainability. Through selected readings of classical and contemporary sociological texts, students will engage with key themes such as environmental sociology, sustainable society, environmental degradation, disaster and risks, biodiversity and sustainability, future of environmentalism (environment movement and environment justice), sustainable energy systems, global environmental policies, environmental consciousness and community responses, gender and environment, sustainability: ethics and culture, urban, rural and tribal/ indigenous social sustainability etc. The course seeks to foster independent thinking, critical analysis, and academic inquiry through sustained engagement with scholarly literature.

The course follows a seminar-based and research-oriented approach, where students will actively participate through assigned readings, paper writing, academic assignments, presentations, and scholarly discussions. Instead of lecture-based classroom teaching, emphasis will be placed on independent learning, critical reflection, and analytical engagement with sociological perspectives on ecology and sustainability. The course is designed to strengthen students' research aptitude, academic writing, presentation skills, and their ability to critically examine contemporary environmental issues from a sociological lens.

Learning Outcomes

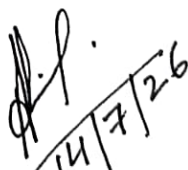
Upon successful completion of the course, students will be able to:

1. Familiarize and understand, ecology and sustainability from a sociological lens.
2. Critically engage with key readings and debates in sociological thinking on ecology, society and sustainable life.
3. Develop academic writing and research skills through papers and assignments.
4. Enhance presentation and communication skills through seminar participation.
5. Analyse contemporary health issues using sociological perspectives.

S.No.	Component of Evaluation	Description	Marks
1	Annotated Bibliography	Preparation of a critical and analytical reports, and scholarly sources related to the seminar theme.	25
2	Review of Literature	Critical review and synthesis of existing literature related to the selected topic, demonstrating conceptual understanding and analytical ability.	25
3	Seminar Paper Writing	Preparation of a well-structured seminar paper based on independent reading, critical analysis, and academic writing standards.	25
4	Presentation and Defence	Oral presentation of the seminar paper followed by discussion and defence before peers and the concerned teacher/course instructor.	25
Total			100 Marks

Evaluation and Assessment Pattern:

The evaluation of the 4-credit seminar mode course shall be based on continuous academic engagement through independent reading, analytical writing, presentation, and scholarly discussion under the guidance of the concerned teacher/course instructor. Students will be assessed through annotated bibliography, review of literature, seminar paper writing, and presentation with defence, carrying equal weightage of **25 marks each**, making a total of **100 marks**.


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Sociology of Health

**Seminar Mode Course
M.A. Sociology, Semester-I
Academic Session 2026-27**

Credit-4

Marks:100

Course Objectives:

This seminar mode course on Sociology of Health is designed as an advanced, student-centred academic engagement rather than a conventional classroom teaching-based course. The course aims to develop a critical sociological understanding of health, illness, healthcare systems, and the social determinants influencing well-being. Through selected readings of classical and contemporary sociological texts, students will engage with key themes such as health inequalities, medical institutions, gender and health, ageing, mental health, disability, and public health concerns. The course seeks to foster independent thinking, critical analysis, and academic inquiry through sustained engagement with scholarly literature.

The course follows a seminar-based and research-oriented approach, where students will actively participate through assigned readings, paper writing, academic assignments, presentations, and scholarly discussions. Instead of lecture-based classroom teaching, emphasis will be placed on independent learning, critical reflection, and analytical engagement with sociological perspectives on health. The course is designed to strengthen students' research aptitude, academic writing, presentation skills, and their ability to critically examine contemporary health-related issues from a sociological lens.

Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Understand health and illness from a sociological perspective.
2. Critically engage with key readings and debates in sociology of health.
3. Develop academic writing and research skills through papers and assignments.
4. Enhance presentation and communication skills through seminar participation.
5. Analyse contemporary health issues using sociological perspectives.

Evaluation and Assessment Scheme for 4-Credit Seminar Mode Course

S. No.	Component of Evaluation	Description	Marks
1	Annotated Bibliography	Preparation of a critical and analytical bibliography of relevant books, research articles, reports, and scholarly sources related to the	25

2	Review of Literature	Critical review and synthesis of existing literature related to the selected topic, demonstrating conceptual understanding and analytical ability.	25
3	Seminar Paper Writing	Preparation of a well-structured seminar paper based on independent reading, critical analysis, and academic writing standards.	25
4	Presentation and Defence	Oral presentation of the seminar paper followed by discussion and defence before peers and the concerned teacher/course instructor.	25
Total			100 Marks

Evaluation and Assessment Pattern:

The evaluation of the 4-credit seminar mode course shall be based on continuous academic engagement through independent reading, analytical writing, presentation, and scholarly discussion under the guidance of the concerned teacher/course instructor. Students will be assessed through annotated bibliography, review of literature, seminar paper writing, and presentation with defence, carrying equal weightage of **25 marks each**, making a total of **100 marks**.


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Indigenous Knowledge System

**Seminar Mode Course
M.A. Sociology, Semester-I
Academic Session 2026-27
Level-400**

Credit-4

Marks:100

Course Objectives:

Indigenous knowledge is the knowledge of the local people to make a living in a particular environment. UNESCO defines indigenous knowledge as “practices, understandings, skills and competencies, as well as the philosophies and cosmovision developed by societies with long histories of interaction with their natural surroundings and continuing dependence on their natural resources”. The indigenous knowledge is sustained through oral history, songs, and community practices.

Today, Indigenous knowledge is treated as lesser knowledge or subordinate to the dominant scientific knowledge. It is seen as an obstacle to modern science and progress. The industrial world views the indigenous people's land-tenure traditions which is based on collective identities, communal ownership of land, forest and waterbodies, as dangerous, for it is antithetical to the capitalist trademark of individualism and private ownership.

In this conflict between the so-called scientific knowledge and the indigenous knowledge which is founded upon subsistence and sustainability, the latter is losing its ground day by day. There is an urgent need for introducing Indigenous knowledge as a curriculum to students so that they would respect ‘the local diversity and the delicate balance between life, land and society’.

This seminar mode will introduce books and articles on indigenous knowledge to students so that a holistic knowledge is produced through this engagement.

Learning Outcomes

Upon successful completion of the course, students will be able to:

1. articulate indigenous knowledge for academic discourse.
2. understand the native way of knowing the social world
3. comprehend the environment which has been for centuries the source of food, water and medicines, and other natural resources that sustain them and their families
4. Develop academic writing and research skills through papers and assignments.
5. Enhance presentation and communication skills through seminar participation.

Evaluation and Assessment Scheme for 4-Credit Seminar Mode Course

S. No.	Component of Evaluation	Description	Marks
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		reports, and scholarly sources related to the seminar theme.	
2	Review of Literature	Critical review and synthesis of existing literature related to the selected topic, demonstrating conceptual understanding and analytical ability.	25
3	Seminar Paper Writing	Preparation of a well-structured seminar paper based on independent reading, critical analysis, and academic writing standards.	25
4	Presentation and Defence	Oral presentation of the seminar paper followed by discussion and defence before peers and the concerned teacher/course instructor.	25
Total			100 Marks

Evaluation and Assessment Pattern:

The evaluation of the 4-credit seminar mode course shall be based on continuous academic engagement through independent reading, analytical writing, presentation, and scholarly discussion under the guidance of the concerned teacher/course instructor. Students will be assessed through annotated bibliography, review of literature, seminar paper writing, and presentation with defence, carrying equal weightage of **25 marks each**, making a total of **100 marks**.


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