

University of Al-Qadisiyah
Jamia Millia Islamia
M. A. SEM-III

**M.A. Semester-III
Session-2025-2026**

S.No.	Course Code	Title Paper	Marks	Examination Hour	Credit
1	MSO-304	Sociology of Development and Globalization (Optional)	100	3	4
2	MSO-305	Contemporary Sociological Theory II	100	3	4
3	MSO-306	Islam and Muslim in South Asia (Optional)	100	3	4
4	MSO-307	Sociology of Agrarian Society (Optional)	100	3	4
5	MSO-309	Reading, Writing and Reflexivity (Dissertation I) Practical	100	3	4
6	MSOX-32	Critical Thinking (CBCS)	100	3	4


15-07-26

(Prof. Azra Abidi)
Head

SOCIOLOGY OF DEVELOPMENT AND GLOBALIZATION (optional)

M. A. Sociology, Semester III

Total Credits: 4

Course Code: MISD-304

Course Objectives:

This course examines the processes of development and globalization in their historical and geographical contexts and their contemporary trends and impacts. Unit I discusses the growth of development theory as a post WW II phenomenon and explains the changing conceptions of development (economic growth, human development, social development, sustainable development and alternative development) with the changing perspectives of development: modernization theory, dependency, world systems, neoclassical economics, alternate development, human development and post-development. Unit II discusses the various dimensions (historical, economic, political and cultural) of the process and project of globalization. Theories and conceptualizations of Robertson, Rosenau, Appadurai, Hirst and Thompson, Tomlinson, Sklair, Pieterse and Sassen are explained. Transnationalism and migration is debated with special reference to diaspora and refugees. Unit III unfolds the myth of development and the dilemmas and violence related to it. Social movements responding to the failures of developmentalism and globalism, such as fundamentalism and environmentalism are analysed. Issues, like structural violence leading to displacement of livelihood, are analysed in case of big dams and special economic zones in India. New imperialism in contemporary globalised era is discussed.

Learning Outcomes:

- To understand the concepts and theories of development and globalization.
- To learn about the dilemmas and violence related to development and globalization.

Unit I: Development: Negations and Negotiations

- Genealogy of the idea of Development
- Theories of Development
- Post-development and Postmodern critique

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Unit II: Dimensions of Globalization: Conjunctions and Disjuncture

- Theorizing the transition
- Creolization and Hybrid Societies
- Transnationalism and Migration: Diaspora & Refugees

Unit III: Myth of Development: Dilemmas and Violence

- Social Responses to Globalization
- Displacement of livelihood: Big Dams & SEZs
- New Imperialism

Essential Readings for Unit I:

1. Alavi, Hamza, and Shanin, Teodar, (ed.), 1982, *Introduction to the Sociology of Developing Societies*, Macmillan Press, (Introduction, chapters 2, 3, 10, 13, 14, 15 and 23).
2. Frank, A.G., 1966, "The Development of Underdevelopment". *Monthly Review*. 18(4): 17-31.
3. Frank, A.G., 1967. "Sociology of Development and Underdevelopment of Sociology". *Catalyst*, 3: 20-73.
4. Gasper, Des, 2004, *The Ethics of Development: From Economism to Human Development*, Vistaar Publications, New Delhi. (Chapters 2 and 7).
5. Hoogvelt, Ankie, 1997, *Globalization and the Post-Colonial World: The New Political Economy of Development*, Macmillan, London, (Chapter 2, 6 and Conclusion).
6. McEwan, Cheryl, 2009, *Postcolonialism and Development*, Routledge, India (Introduction and Conclusion).
7. Peet, R. 2005, *Theories of Development*, Rawat Publications, Jaipur. (chaps. 1, 3 and 4).
8. Pieterse, J.N., 2001, *Development Theory: Deconstructions/ Reconstructions*, Vistaar Publications, New Delhi. (Chapter 1 and 10).
9. Redclift, M., 1987 (2016), *Sustainable Development: Exploring the Contradictions*, Routledge, (chaps. 2, 3 and 4).

10. Ritzer, George and Goodman, D. J. 2003, *Sociological Theory*, McGraw Hill, New York, (Chapter 17).
11. Schuman, Frans, J., (ed.), *Globalization and Development Studies: Challenges for the 21st Century*, Vistaar Publications, New Delhi. (chaps. 1 and 2).
12. Sen, Amartya, 2000, *Development as Freedom*, OUP, New Delhi. (Introduction and chapter 4).
13. UNDP, 2003, *Readings in Human Development*, OUP, New Delhi. (Chapters 1.1 and 1.2).

Essential Readings for Unit II:

1. Agamben, Giorgio, 1995, 'We Refugees', *Symposium*; summer 1995; 49, 2; Periodicals Archive Online (pg. 114-119).
2. Appadurai, Arjun, 1996, *Modernity at Large: Cultural Dimensions of Globalization*, Oxford University Press, Delhi, (pp. 32-43).
3. Hirst, P. and Thompson, G., 1996, *Globalization in Question: The International Economy and the Possibilities of Governance*, Polity Press, UK. (Introduction and Conclusion).
4. Lechner, Frank J. and Boli, John (ed.), *The Globalization Reader*, Blackwell Publishers, USA (chapters 11 and 43).
5. Lewellen, Ted C., 2010, *The Anthropology of Globalization: Cultural Anthropology enters the 21st Century*, Indian Reprint, Rawat Publications, New Delhi (Part II).
6. O'Byrne, D. J. and Hensby, A., 2011, *Theorizing Global Studies*, Palgrave, Macmillan (chap. 7).
7. Pandey, Manisha T., 2011, "Globalization and Social Transformation in India: Theorizing the Transition" *International Journal of Sociology and Social Anthropology*, Vol. 3(8), pp. 253-260, August 2011.
8. Pieterse, J. N., 2004, *Globalization and Culture: Global Melange*, Rowman and Littlefield Publishers, USA. (Chapters 1, 2, 3 and 4).
9. Robertson, R. and White, K. E., 2003, *Globalization: Critical Concepts in Sociology*, Routledge, London. (Introduction).
10. Sassen, Saskia, 2007, *A Sociology of Globalization*, W.W. Norton & Company, New York (Chap. 5).

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11. Tomlinson, John, 1999, *Globalization and Culture*, Polity Press, Cambridge, UK (chapters 1 and 4).

Essential Readings for Unit III:

1. Harvey, David, 2005, 'From Globalization to the New Imperialism' in Richard Applebaum and William Robinson (ed.), *Critical Globalization Studies*, Routledge, New York (pp. 91-100).
2. Gurukkal, Rajan. 2018. "Death of democracy: An Inevitable Possibility under Capitalism" in *Economic and Political Weekly*, Vol. LIII No. 43, August 25, 2018.
3. Hobsbawm, Eric, 2007, *Globalization, Democracy and Terrorism*, Little, Brown, London. (Preface and chapter 8).
4. Kiely, Ray, 2005, *Empire in the Age of Globalization: US hegemony and neoliberal disorder*, Orient Longman, Hyderabad. (chaps. 6 and 7).
5. Magdoff, Harry, 2007, *Imperialism without Colonies*, Aakar Books, Delhi (chapter 2).
6. Mathur, Hari Mohan and David Marsden (ed.) 1998, *Development Projects and Impoverishment Risks*, Oxford University Press, Delhi. (Chapters 1 and 2).
7. McMichael, Philip, 1996, *Development and Social Change: A Global Perspective*, Pine Forge Press, Sage, Delhi (Chap. 7)
8. Pandey, Manisha T., 2010, "Ventilating Predicament of Development: New Economic Enclaves and Structural Violence in India" in Ravi Kumar (ed.) *The Heart of the Matter: Development, Identity and Violence*, Aakar Books, New Delhi (p. 77-104).
9. Saul, John S., 2006, *Development after Globalization: Theory and Practice for the Embattled South in a New Imperial Age*, Zed Books Limited, London. (Chapter 3).

Suggested Readings:

1. Appadurai, Arjun, 2006, *Fear of Small Numbers: An Essay on the Geography of the Anger*, London, Duke University Press.
2. Frank, A.G., 1998, *Re-Orient: Global Economy in the Asian Age*, University of California Press, Berkeley (selected pages).
3. Robinson, William I., 2011, 'Globalization and the Sociology of Immanuel Wallerstein: A Critical Appraisal', *International Sociology* (pgs. 1-23).
4. Robinson (ed.), *Critical Globalization Studies*, Routledge, New York (pp 91-100)

5. Sen, Sunanda, 2007, *Globalization and Development*, National Book Trust, New Delhi.
6. Spybey, Tony, 1992, *Social Change, Development and Dependency*, Polity Press, Cambridge, (Chapter 2).
7. Waters, Malcolm. 1995, *Globalization*, Routledge, London.

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CONTEMPORARY SOCIOLOGICAL THEORY II

M. A. Sociology, Semester- III

Course Code: MSO-305

Total Credits: 4

Course Objectives:

This course is in continuation of the earlier course on Contemporary Social Theory-I, that is taught at MA previous level. It is aimed at knowing about the advances in social theory especially since the last quarter of the twentieth century when the quest for meta-narratives and universal truths came to be considered a doubtful and futile endeavour. The course will introduce the students to the ideas and concepts of some key social thinkers and philosophers who despite being quite contemporary provoke rethinking about the classic theories of capitalism, modernity and self. The key epistemological shifts in social theory in the context of late capitalism and the transformations in cultural logic form the key thematic around which the course is designed.

Learning Outcomes:

The course would ensure that students have acquired a rigorous and advanced level of conceptual vocabulary to make them analyse and interpret the complexities of the contemporary social worlds. Even the course is highly abstract and theoretical; it will lead to an enhanced ability to apply sociological concepts, themes and perspectives in the explorations of empirical reality.

Unit I: The fall of the metanarratives: post-structuralism & postmodernism

- Postmodern condition: Lyotard
- Deconstruction & Difference: Derrida
- Power/Knowledge: Foucault

Unit II: Late modernity and its contradictions

- Cultural logic of Late Capitalism: Jameson
- Risk: Beck
- Liquid Modernity: Bauman

Unit III: Contemporary Issues

- Postcolonialism: Said
- Posthumanism: (Transhumanism) Hughes
- Consumerism and Consumer Culture: Featherstone

Essential Readings

Bauman, Z. *Liquid Modernity*. 2000. Cambridge: Polity Press. (Foreword and chapter 3)

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- Beck, Ulrich. 1992. *Risk Society: Towards a New Modernity*. London: Sage. Part-I.
- Derrida, Jacques. 1984 (1967). *Of Grammatology*. trans. Gayatri C. Spivak. Baltimore: John Hopkins University Press.
- Featherstone, M., 2007. *Consumer culture and postmodernism*. Sage.
- Foucault, 1973. *Discipline and Punish: The Birth of the Prison*. Pantheon Books: New York. Selected chapters.
- Hughes, J., 2004. *Citizen cyborg: Why democratic societies must respond to the redesigned human of the future*. Basic Books. Selections.
- Jameson, F. 1991. *Postmodernism or the Cultural Logic of Late Capitalism*. London: Verso (Introduction, chapters 1, 2&6).
- Lyotard, Jean-Francois. 1984. *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press.

Suggested Readings:

- Bauman, Z., 2013. *Liquid Fear*. John Wiley & Sons. Introduction.
- Blackshaw, T., 2008. *The Sociology of Zygmunt Bauman: Challenges and Critique*, Ch. 6. pp. 115-136.
- Gordon, C., 1980. Power/knowledge. *Selected Interviews and Other Writings of Michel Foucault*.
- Elliott, Anthony. 2010. *Contemporary Social Theory: An Introduction*. 110-115, 248-269, 283-287, 298-307.
- Merquior, J.G., 1987. *Foucault* (Vol. 853). Univ of California Press.
- Ritzer, George and Goodman, D. J. 2003, *Sociological Theory*, McGraw Hill, New York.
- Seidman, S. ed., 1994. *The postmodern turn: New perspectives on social theory*. Cambridge University Press.
- Seidman, Steven and Jeffery C. Alexander. 2001. *The New Social Theory Reader*. Chs. 5, 32, 43.

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Islam and Muslims in South Asia (optional)
M.A, Semester-III

Course Code: MSD-306

Credit-4

Course Objectives

South Asia is home to a host of remarkably diverse Muslim communities making up about a third of the global Muslim population. The region and its people present a picture of diversity in unity, indeed of immense diversity within a very broad contour of integration. Islam is not a monolithic religion and its adherents in different parts of the world, and within each community, practice their core beliefs in diverse ways. There is much cultural, social and national heterogeneity among Muslims. Several Islamic sects and Sufi orders co-exist throughout South Asia and some of them are confrontational towards one another as much as they are hostile to non-Muslims.

The course introduces students to some core topics on Islam and Muslims in South Asia, such as the history of Muslim presence, study of caste and issues of Socio-economic relations, kinship, South Asian religions (Hinduism and Islam). Various units of the course will offer a sociological interpretations to those students who are from other disciplines and it gives students a chance to explore both classic and contemporary ethnographic of the region. The present course will survey the history of Muslim presence in south Asia, the political and social changes among Indian Muslims in the colonial period and the interaction with the other communities from 8th century to 21 century. It offers opportunities for deeper study of particularly salient issues as they seem in South Asian ethnography (such as gender and modernity); and it introduces students to recent debates and scholarship on representation and identity as well women's voices.

This paper is offered in the Department of Sociology for M.A. Semester 2, students with the core idea to introduce them the cultural and social aspects of south Asian Muslim community. The aim of this paper is that the students should be able to find and use secondary sources relevant to selected topics; have a grasp of the key debates on Islam and Muslims in South Asia. By the end of the course,

Learning Outcomes

After successful completion of this course, student will be able to:

- ❖ To critically evaluate a range of approaches and ethnographic source material on South Asian society.
- ❖ Demonstrate familiarity with the major historical, political and cultural developments relating to South Asian Islam as well as show knowledge of key organizations, movements, figures and trends in the region's Muslim societies.
- ❖ Understand major scholarly approaches to the study of South Asian Islam and Muslim societies.
- ❖ Critically engage with primary and secondary source materials and develop independent interpretations.

- ❖ Communicate knowledge about South Asian Islam and Muslim communities in a diverse, clear and balanced manner.

Unit I-Approaches to study Islam in South Asia:

Historical
Sociological
Feminist

Unit II-Lived Islam and Muslims in South Asia:

Diversity: Sects, ethnicity, caste and language
Contribution to civilization
Responses to modernity and globalization

Unit III-Contemporary issues:

Representation and identity
Women's voices
Islam and other faiths

Essential Readings

1. Ahmad Akbar: Journey into Islam, the Crisis of Globalization, Penguin Books, India, 2007
2. Ahmad, Imtiaz & Helmut Reifeld (eds.) Lived Islam in India: Adaptation Accommodation and Conflict, New Delhi: Social Science Press. 2004.
3. Ahmad, Imtiaz, Family, Kinship and Marriage among Muslims in India, Manohar, Delhi, 1976
4. Ahmed Leila: Women and Gender in Islam: Historical Roots of a Modern Debate, London: Yale University Press, 1992
5. Bryan S. Turner, Kamaludeen Mohamed Nasir, The Sociology of Islam: Collected Essays of Bryan S. Turner, Routledge, 2013
6. Devine, Fiona and Marry C. water (ed.): 'Islam Gender and Social Change', Oxford University Press, London. 1998
7. Francis Robinson, Islam and Muslim History in South Asia, Oxford University Press, 2001
8. Hasan, Zoya and Menon, Ritu: 'Unequal Citizens, A Study of Muslim Women in India,' Oxford University Press, New Delhi, 2004
9. Hasnain Nadeem (Ed): Islam and Muslim Communities in South Asia, Serial publication Darya Ganj N. Delhi, 2006
10. Hassan Mushirul (Ed.): Islam in South Asia Vol- I Theory and Practice, Manohar Publications, Delhi, 2008
11. Jawaaid M.A, Jahangir K.N and Bose Shankar (Ed.): Minorities in India in the 21st Century: Problems and Prospects Manak Publication 2006.
12. Malik, Jamal, Islam in South Asia: A Short History, Harper Collins India, 2008
13. Merinissi Fatima: Women in Moslem Paradise, Kali Publication for Women, New Delhi, 1991.

14. Metcalf D. Barbara (Edited), Islam in South Asia in Practice, Princeton University Press, 2012
15. Mishra Naveen & Singh Kumar Sudhir: Minorities in South Asia, Authors Press, New Delhi, 2002
16. Roy, Asim (ed.), Islam in History and Politics: Perspectives from South Asia, New Delhi: Oxford University Press, 2006
17. Shariati, Ali, On the Sociology of Islam, Al Huda Publisher, 1991
18. Wadood Amina: Quran And Women; Rereading the Sacred from a Woman's Perspective, Oxford University Press, New York, 1999

Suggested Readings

1. Avari, Burjor, Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent, Harper Collins India, 2013
2. Ahmad, Zafar, Islam and Muslims in South Asia, Authors Press, Delhi, 2000
3. Engineer Ali Asghar: Islam Challenges In 21st Century, Gyan Publishing House, Darya Ganj, New Delhi, 2004.
4. Faridi, F.R. And M.M Siddiqui: The Social Structure Of Indian Muslims, New Delhi: Institute Of Objective Studies, 1992
5. Saiyed, A.R.: 'Ethnicity and Social Change: The Indian Muslim Situation', Islam and Modern Age, New Delhi .Vol.25, No.3, 1994
6. Sikand Yoginder: Muslims in India, Contemporary Social and Political discourses, Hope India, Gurgaon, Haryana, 2007
7. Special issue of *Modern Asian Studies*, 42 (2-3), 2008, on 'Islamic Reform Movements in South Asia'
8. Vatuk, Sylvia, Identity and Difference or Equality and Inequality in South Asian Muslim Society in C. J. Fuller (ed.), *Caste Today*, Delhi: Oxford University Press, 1996.

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M. A. Sociology
Sociology of Agrarian Society (optional)
Semester-III

Credit-4

Course code: MSO-307

Unit I: Introduction to Agrarian Society:

- Agricultural practices and society
- Provisions of goods and services
- Social institutions and access to resources

Unit II: Agrarian Structure and Relations

- Caste, Class and Gender
- Social Network, Credit and Social Entrapments
- Land, Labour and Power

Unit III: Agrarian Crisis and Transformation:

- Biodiversity and Food Security
- Agrarian Distress and Farmer Suicide
- Peasant movements in India

Course Objectives:

Agriculture and its allied activities provide livelihood to more than half of India's working population. Through empirical investigation, sociologists have analyzed the culture of agriculture and the rhythm of rural life which organized around agriculture. Production, distribution and consumption in agrarian society are harmonized with the local beliefs, custom and rituals. Agrarian economy makes significant contribution to the national economy but despite repeated assurance, successive governments have willfully ignored the difficulties encountered by the agriculturists in India. Globalization and liberalization has improved the economic conditions of the well-off farmers, leaving the small and marginal farmers at the brink of subsistence. This paper employs conceptual and theoretical framework of sociology to examine important agrarian issues encountered by agriculturists.

Learning Outcome:

After Studying the course students will be able to:

- Explain the development of agriculture and evolution of society
- Discuss different institutions and differential access to various resources.
- Explain the structure factors that enable or constrains various social groups in their development.

- Discuss the agro-biodiversity and food insecurity and sustainable agriculture practice.
- Analyze the deprivation and exclusion peasant which leads to collective action and social movement.

Essential Readings

1. Beck, T. (1995). How the Poor Fight for Respect and Resources in Village India. *Human Organization*, 54(2), 169-181.
2. Beteille, A. (1979), *Studies in Agrarian Social structure*, OUP.
3. Bowler, I. (2002). Developing Sustainable Agriculture. *Geography*, 87(3), 205-212.
4. Breman, Jan (1993) *Beyond Patronage and Exploitation*, OUP, Delhi, (Ch. 16, 17, 18, 19).
5. Breman, Jan. (1985), *Of Peasants, Migrants and Paupers*, OUP, New Delhi.
6. Byres, Terry J. and Crow, Ben (1983) *The Green Revolution in India*, The Open University Press.
7. Chakravarti, Anad (2001) *Social Power and Everyday Class Relations*, Sage Publications, New Delhi, (Ch-3,6 & 8).
8. Desai, A.R (1979) *Peasant Struggles in India*, OUP, Delhi.
9. Desai, A.R (2006 [1948]), *Social Background of Indian Nationalism*, Mumbai, Popular Prakashan (Ch-1,3 & 4).
10. Dhanagre, D.N. (1983), *Peasant movements in India 1920-1950*, OUP, Delhi.
11. Gough, K. (1968). Peasant Resistance and Revolt in South India. *Pacific Affairs*, 41(4), 526-544.
12. Joshi, P. (1969). Agrarian Social Structure and Social Change. *Sankhyā: The Indian Journal of Statistics*, Series B (1960-2002), 31(3/4), 479-490.
13. Kapadia K. (1997), Mediating the Meaning of Market Opportunities: Gender, Caste and Class in Rural South India, *EPW*, Vol. 32, No. 52.
14. Krishnaji, N. (1980). Poverty and Family Size. *Social Scientist*, 9(4), 22-35.
15. Krishnaraj, M. (2006). Food Security, Agrarian Crisis and Rural Livelihoods: Implications for Women. *EPW*, 41(52).
16. Ludden, David. (1985), *Peasant History in South India*, Princeton University Press.
17. Mohanty, B.B. (2013), Farmer Suicides in India-Durkheim's Types- *EPW*, Vol.48, Issue No. 21.
18. Omvedt, G. (1980). Caste, Agrarian Relations and Agrarian Conflicts. *Sociological Bulletin*, 29(2), 142-170.
19. Patnaik, U. (1976). Class Differentiation within the Peasantry: An Approach to Analysis of Indian Agriculture. *EPW*, 11(39).
20. Rudra, A. (1994) "Unfree Labour and Indian Agriculture", in K. Basu (ed.), *Agrarian Questions*, OUP, Delhi.
21. Sbriccoli, T. (2016), Land, Labour and Power, *EPW*, Vol.51, Issue No.26-27.
22. Shanin, T. (1987), *Peasants and Peasant Societies: Selected Readings*, Blackwell Publishers.
23. Shiva, V. (1988) *Staying Alive: Women, Ecology and Survival in India*, Kali for Women, New Delhi.
24. Sunderland, T. (2011). Food security: Why is biodiversity important? *The International Forestry Review*, 13(3), 265-274.
25. Suri, K. (2006). Political Economy of Agrarian Distress. *EPW*, 41(16), 1523-1529.
26. Thrupp, L. (2000). Linking Agricultural Biodiversity and Food Security: The Valuable Role of Sustainable Agriculture. *International Affairs*, 76(2), 265-281.
27. Vasavi, A. R. (2012). Shadow Spaces: Suicides and the Predicament of Rural India, *Three Essays Collective*.
28. Vasavi, A.R (2014), Debt and Its Social Entrapments, *Women's Studies Quarterly*, Vol. 42, No. 1/2, DEBT (SPRING/SUMMER), 23-37.
29. Wolf, Eric (1966) *Foundations of Modern Anthropology Series*, Prentice Hall, New Jersey.
30. Xaxa, V. "Evolution of Agrarian Structure and Relations in Jalpalguri district (West Bengal): A Case Study of Subsistence Setting." *Sociological Bulletin* 29, no. 1 (1980): 63-85.

Suggested Readings

1. Bardhan, P. (1982) Agrarian Class formation in India, *Journal of Peasant Studies*, Vol-10, No.1, (October).
2. Berry, S. (1989). Social Institutions and Access to Resources. *Africa: Journal of the International African Institute*, 59(1), 41-55.
3. Byres, T.J (1981) "The New Technology, Class Formation and Class Action in the Indian Countryside", *The Journal of Peasant Studies*, 8 (4): 404-54.
4. Bhalla, G.S. (2015) Indian Agriculture since Independence, NBT, India
5. Gore, M.S., (1993) The Social Context of Ideology: Ambedkar's Political and Social Thought, Sage Publications.
6. Guha, R. (1983) Elementary Aspects Peasant Insurgency in Colonial India, OUP. Delhi.
7. Joshi, P.C. (1965), Land Reforms in India, Allied Publishers, Bombay.
8. Kohli, Atul (1987) The State and Poverty in India, Orient Longman, Bombay. (Ch. Introduction, 1 & 3).
9. Michie, B. (1978). Baniyas in the Indian Agrarian Economy: A Case of Stagnant Entrepreneurship. *The Journal of Asian Studies*, 37(4), 637-652.
10. Patnaik, U (2007), The Republic of Hunger and Other Essays, *Three Essays Collective*, Gurgaon.
11. Patnaik, U. (2002). Agrarian Crisis and Global Deflationism. *Social Scientist*, 30(1/2), 3-30.
12. Shah, G. (1990) Social Movement in India: A Review of Literature, Sage Publication, Delhi.
13. Sinha, B.K. and Puspendra (ed.) (2000), Land Reforms in India, Vol. 5: An Unfinished Agenda, Sage Publications, New Delhi, (Ch. 1,2,7 & 8).
14. Vasavi, A. (1994). 'Hybrid Times, Hybrid People': Culture and Agriculture in South India. *Man*, 29(2), new series, 283-300.
- Wilson, K. (1999) "Patterns of Accumulation and Struggles of Rural Labour: Some Aspects of Agrarian Change in Central Bihar", *The Journal of Peasant Studies*, 26, (283), 316-54.

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Reading, Writing and Reflexivity (DISSERTATION I) (Practical)

MA Sociology, Semester III

Total Credits: 4

Course Code: MSD-309

Total Marks: 100

Course Objectives:

- To learn critical and creative engagement with academic texts
- To acquire and hone the skills required to produce academic texts
- To learn to build upon existing body of knowledge while developing an independent argument.
- To bring awareness to the subjective position of the researcher and to learn to conduct research ethically and responsibly
- To familiarize with issues of academic integrity

Learning Outcomes

- Learn research planning and academic writing
- Assess and review academic work
- Identify and acknowledge issues of subjectivity in academic writing
- Review literature and write it on a theme of one's choice
- Write proposal for a Master's dissertation.

Unit I: Reading

- Reading to write (Examining sources, annotation, analysis/ synthesis)
- Reading strategically (Selective/ focussed reading, context and meaning)
- Critical analysis (Making claims, critique and defence)

Unit II: Writing

- Producing Readable Writing (Stylistic convention, jargon, editing)
- Planning, organizing and drafting an argument (structuring an academic essay, introduction/ conclusion, literature review, discussion and findings)
- Tools for Writing (Handwritten/ Typed manuscripts, digital tools, writing software)

Unit III: Reflexivity

- Reflexive research (Subjectivity, shifting identities, bias, positioning the self)
- Research Ethics and Academic Integrity (Informed consent, Nuremberg Code, Tuskegee Syphilis Study, Laud Humphrey's Tearoom study; Citation, referencing, plagiarism)
- Research proposal writing

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* (3rd edition), Open University Press, McGraw Hill, England.
- * Ellis, Carolyn. 2004. *The ethnographic I: A methodological novel about autoethnography*. Walnut Creek, CA: AltaMira Press.
- * Ellis, Carolyn, Tony E. Adams and Arthur P. Bochner. 2011. 'Autoethnography: An overview' in *Historical Social Research / Historische Sozialforschung*, Vol. 36, No. 4 (138), Conventions and Institutions from a Historical Perspective / *Konventionen und Institutionen in historischer Perspektive* (2011), pp. 273-290.
- * Flesch, Rudolf. *The Art of Readable Writing*. Harper and Row Publishers, New York and Evanston, 1949.
- * Finlay, Linda and Brendan Gough (Eds.). 2003. *Reflexivity: A Practical Guide for Researchers in Health and Social Sciences*. Blackwell Science Ltd.
- * 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 Univ 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=zxm1yAEACAAJ>.
- * 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.

Mode of Evaluation:

The evaluation will be on the basis of practical examination in workshop mode. No end-semester theory examination shall be conducted in this course.

Modalities of conducting classroom sessions and Evaluation:

1. Given the emphasis on honing reading and writing skills, classes would involve close reading of a variety of texts.
2. The exercises would require active participation on the part of students as they learn to navigate academic texts independently.

3. Guided discussions would be carried out for identifying key theoretical arguments in academic texts and analyzing them critically.
4. Writing exercises would be conducted in the classroom, peer reviewed and revised.
5. Depending upon the course instructor's choice, students could be divided into groups and given exercises to work on collectively.
6. External resource persons may be called upon where the course instructor considers it beneficial for the students.

Modalities for Assessment:

1. The assessment would be for 65 marks, which would be completely internal based on classroom exercises.
2. The assessment would be entirely ongoing on the basis of reading and writing exercises.
3. The research proposal submitted at the end of the semester would be for 25 marks.
4. The research proposal will be presented by each student in a viva-voce examination, which would carry 10 marks.

The break-up of evaluation will be as follows:

Total marks: 100

Practical in Workshop mode: 65 marks

Unit I:

25 marks: Classroom assessment

Unit II:

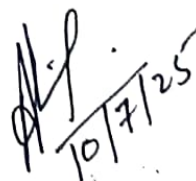
25 marks: Classroom assessment

Unit III

15 marks: Classroom assessment

Practical: Proposal Writing and Presentation: 35 marks

- Research Proposal: 25 marks
- Presentation of research proposal: 10 marks


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Critical Thinking

M. A. Sociology, Semester III (CBCS)

Course Code: MSOX-32

Total Credits: 4

Course Objectives:

One of the goals of modern education is to develop the skill of critical thinking. Learning to think systematically is only one of the aspects of critical thinking. Students are also asked to look back at the history of critical thinking to learn the interface between ethics, freedom and thinking etc. Sociology as a subject is considered here as a discipline which prepares you to critically look at your own society. The aim is to enable you to critically evaluate the functioning of the society and thereby un-conditioning yourself from its ideology. The self/researcher has to reflect back upon himself/herself to go beyond the oppressed structures of society. The power of critical thinking is such that it challenges the centuries old patterns of thinking in the society. Here we discuss three influential figures of our age and their understanding on the issues such as caste, religion, education and gender. Deconstruction here implies the intervention they have brought about in the relational quality of meaning and assumptions which had dominated our thought processes.

Learning Objectives:

Students are asked to reflect upon these thinkers and their contributions to contemporary society in order to learn to become critical thinkers and free intellectuals.

Unit 1: Understanding Critical Thinking

- Idea of Questioning: Socrates and Plato (*Republic*)
- Enlightenment and Rationality: Kant (*What is Enlightenment?*)
- Logical Thinking: Four Principles of Logic

Unit II: Critical Thinking in Sociology

- Thinking Sociologically- Zygmunt Bauman (*Thinking Sociologically*)
- Critical theory and Critique of Capitalist Society: (*Introduction to Critical Theory*)
- Reflexivity - Pierre Bourdieu (*Invitation to a Reflexive Sociology*)

Unit III: Critical Thinking as Deconstruction of Society

- Kabir Das- Critiquing Caste and Religion
- J. Krishnamurti- Critical thinking and Education
- Simone De Beavoir- Gender as Social Construction: *The Second Sex*

Essential Readings:

1. Bauman, Zygmunt, 2001, *Thinking Sociologically*, Oxford, Blackwell Publishing.
2. Bauman, Zygmunt, 1976, *Towards a Critical Sociology (Routledge Revivals): An Essay on Commonsense and Emancipation*, New York, Routledge, Chapman & Hall, Incorporated.
3. Beauvoir, Simone De, 1952, *The Second Sex*, New York, Vintage Books.
4. Bourdieu, Pierre, 1990, *In other Words: Essays towards a Reflexive Sociology*, Stanford, Stanford University Press.
5. Butler, J, 1986, 'Sex and Gender in Simone De Beauvoir's *The Second Sex*,' in *Yale French Studies*, No. 72, Simone de Beauvoir: Witness to a Century (1986), pp. 35-49.
6. Copi Irving M, 1961, *Introduction to Logic*, New York, MacMillan.
7. Das, Kabir, 1915, *Songs of Kabir*, Translated by Rabindranath Tagore, Introduction by Evelyn Underhill, New York, The Macmillan Company.
8. Habermas, Jurgen, 1989, 'The Task of Critical Theory of Society' in *Critical Theory and Society: A Reader 1st Edition*, by Stephen Eric Bronner (ed) New York, Rutledge.
9. Held, David, 1980, *Introduction to Critical Theory: Horkheimer to Habermas*, Berkeley, University of California Press. (Introduction, Chapters 2, 6, 11 in).
10. Hess. L. and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.
11. Krishnamurti, J. 1953, *Education and Significance of Life*, New York, HarperSanFrancisco.
12. Bourdieu Pierre and Loic J. D. Wcquant, 1992, *An invitation to Reflexive Sociology*, Cambridge, Polity Press.
13. Kant, Immanuel, 1784, 'An Answer to the Question: "What is Enlightenment?"' Konigsberg, Prussia, 30th September. (Any PDF).
14. Luchte, James. 2007, *Kant's Critique of Pure Reason: A Readers Guide*, London, Continuum.
15. Plato, 1998, *The Republic*, Oxford, Oxford University Press.
16. Plato, 2000, *The Trail and Death of Socrates: Four Dialogues*, Cambridge, Hackett Publishing Company.
17. Roy, Bhola Nath, 1949, *Text Book of Deductive Logic*, Calutta, S.C. Sarkar.
18. Roy, Bhola Nath, 1948, *Text Book of Inductive Logic*, Calcutta, S.C.Sarkar.
19. Thapan, Meenashi, 2006, "Ideology and Education: Krishnamurti's World-View and Educational Thought," in *Life at School: An Ethnographic Study*, Oxford University Press, pp. 8-27.
20. Varman, Ram Kumar, 1977, *Kabir: Biography and Philosophy*, Prints India.

21. Wacquant, Loic J. D. 1989, "Towards a Reflexive Sociology: A Workshop with Pierre Bourdieu," *Sociological Theory* Vol. 7, No. 1 (Spring), pp. 26-63.

Suggested Readings:

1. Bauman, Zygmunt, 2006, *Liquid Fear*, Cambridge, Polity Press.
2. Habermas, Jurgen, 1987, *Knowledge and Human Interest*, Boston, Polity Press. (Chapter 8).
3. Hedayetullah, Muhammad, 1977, *Kabir: The Apostle of Hindu-Muslim Unity*, Motilal Banarsidass (India).
4. Krishnamurti, J. 2001, *On Education*, Chennai, Krishnamurti Foundation India.
5. Moi, Toril. 1994, *Simone de Beauvoir: The Making of an Intellectual Woman*. Oxford: Blackwell.
6. Omvedt, G. (2008) 'Kabir and Ravidas, Envisioning Begumpura', in Seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91- 107.
7. Williams, G. 2008, "Kant's Account of Reason" Stanford Encyclopedia of Philosophy.
8. Wilson, Emily, 2007, *The Death of Socrates*, Cambridge, Harvard University Press.

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