



**Bharati College**  
**(University of Delhi)**  
Janak Puri, Delhi- 100058  
[www.bharaticollege.du.ac.in](http://www.bharaticollege.du.ac.in)

**Lesson Plan (CORE, Semester V, July to November 2022)**

<b>Name of Teacher</b>	Dr Bhawna Shivan	<b>Department</b>	Sociology
<b>Course</b>	B.A. (Hons.) Sociology	<b>Semester</b>	V
	Sociological Thinkers I	<b>Academic Year</b>	July- November 2022

**Learning Objectives**

Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

**Learning Outcomes**

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

**Lesson Plan**

<b>Week No.</b>	<b>Theme/Curriculum</b>	<b>Any Additional Information</b>
Weeks (1-5)	Unit 1. Karl Marx Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13- 15 (Theses on	

	<p>Feuerbach ), pp. 16-80 (A Critique of the German Ideology ), pp.98-137 (Manifesto of the Communist Party ) , pp. 142-173 (Wage Labour and Capital ) , pp. 502- 506 (Abstract of Preface from A Contribution to the Critique of Political Economy ).</p>	
Weeks (6-9)	<p>Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87-123</p> <p>Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV &amp; V</p> <p>Weber , Max. ‘Science as a Vocation’ in David Owen and Tracy Strong eds. Max Weber : The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.</p>	
Weeks (10-14)	<p>Emile Durkheim</p> <p>Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48- 107, 119-144</p> <p>Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 41-56, 145- 151.</p> <p>Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 &amp; 3 pp. 70-133.</p>	

### References

Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach ), pp. 16-80 (A Critique of the German Ideology ) pp.98-137 (Manifesto of the Communist Party ) , pp. 142-173 (Wage Labour and Capital ) , pp. 502-506 (Abstract of Preface from A Contribution to the Critique of Political Economy ).

Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87-123

Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

Weber , Max. ‘Science as a Vocation’ in David Owen and Tracy Strong eds. Max Weber : The Vocation Lectures. 2004.

Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31

Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48- 107, 119-144 53

Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 41-56, 145- 151.

Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.

#### Additional Reading

Turner, J. N., Beeghly, Leonard, Powers, Charles. The Emergence of Sociological Theory.

#### Additional Resources

Teaching Learning Process:

a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.

b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

<b>Online Resources (If Any)</b>	NA
<b>Assignment and Class Test Schedule for Semester</b>	<ol style="list-style-type: none"><li>1. Class assignments/term papers, theme(s) of which are chosen following teacher student discussion, is one of the ways of assessing the subject and writing skill of the students.</li><li>2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system.</li><li>3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general.</li><li>4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.</li></ol>

