

FYUGP "SOCIOLOGY"

"COURSE CODE": "BASICS OF SOCIOLOGY"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MINOR	100		4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2.5 Hrs

Course Description:

Unveiling the social forces that shape our lives, this course offers an introduction to Sociology. This course provides a foundational understanding of sociological principles, theories, and research methods, suitable for those new to the discipline. This course will delve into core concepts, explore major sociological theories, and examine how sociologists research the social world.

Course Prerequisite:

Basic reading, writing and listening skills

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate a comprehensive understanding of sociology, including its nature, characteristics, and relevance in addressing social phenomena and understanding human behavior	U
2	Explain the process of socialization, including its definition, types, and the role of agents such as family, education, and media in shaping individual behavior and identity.	U

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3	Evaluate the fundamental principles and assumptions underlying each perspective, and analyze how they contribute to understanding social phenomena and structures.	U
4	Apply sociological concepts, theories, and perspectives to understand the interconnectedness between individual experiences and societal structures	Ap
5	Analyze social stratification based on class, status, and gender, exploring how these factors shape individuals' life chances and opportunities within society	An

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Introduction to Sociology	14
1	1	Society: Characteristics, Types of Societies: Agrarian, Feudal, Industrial, Post-industrial	3
	2	Sociology: Nature, Characteristics and Relevance	3
	3	Origin and Development of Sociology	4

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	4	Branches of Sociology:- Rural Sociology, Environmental Sociology, Medical Sociology, Gerontology, Educational Sociology	4
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	Basic Concepts in Sociology		14
2	1	Social units: Group, Community, Organisation, Association	3
	2	Social institutions: Nature, Types	3
	3	Social Structure and Social System	4
	4	Culture: Nature & Types, Cultural lag	4

	Perspectives in Sociology		14
3	1	Functionalist perspective	4
	2	Conflict Perspective	3
	3	Interactionist Perspective	4
	4	Feminist Perspective	3

	Individual and Society		14
4	1	Social Processes: Associative, Dissociative	3
	2	Social Stratification: Class, Status, Caste	3
	3	Socialisation: Types, Agents of Socialisation	4
	4	Social Control: Types, Agents	4

	Teacher Specific Module		4 hr
	<i>Directions</i>		
5	1) Provide students with an activity to depict the relevance of sociology in the contemporary world. Ask them to identify the most relevant sub field in Sociology and substantiate it with a presentation 2) Mapping society: Ask the students to create a chart depicting themselves and map the elements of society they identify within it. 3) Act on Socialisation: Divide the class into different groups and ask them to pick one of the different stages of socialisation. Prepare a skit to demonstrate how individuals act in this stage		

	<p>4) Demonstrate social institutions: Divide the groups into different groups. Ask them to select one agencies of socialisation and create a play on the activities done at that social institution. Based on the act, initiate students to identify how this social institution forms an individual in society</p> <p>5) Developing sociological Imagination: As assignments or presentations teacher can ask students to identify a problem that affect the students them the most. Ask them to identify whether this is their problem alone and historical place it with the wider society around them.</p>	
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Essential Readings:

1. Giddens, Anthony (1989).Sociology 3rd Edt.. Polity Press
2. Giddens, A. & Lemert, C. (2022). Introduction to Contemporary Social Theory. New York: Routledge.
3. Macionis, John J. (2020). Sociology 17th Edition. India: Pearson.
4. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945)
5. Schaefer, Richard T. (2013). Sociology: A Brief Introduction. India: McGraw Hill.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	2	45-65	--
	1,2	5	1-47	--
	2	2	1-15	--
	2,3,4	3	2-69	--
	1	3	106-133	--
2	1,2,3,4	3	70- 133	--
	2	2	139-169	--
	4	2	17-43	--
3	1, 2, 3	3	1-16, 17-37	--
	3	2	559-579	--
	4	4	309-349	--

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4	2	2	239-282	--
	2	5	242-249	--
	1,2,3,4	5	134-161, 224-251, 282-337	--

Suggested Readings:

1. Plummer, Ken(2022).Sociology the basics. Routledge
2. Gupta, Dipankar. (1991), Ed. Social Stratification. Delhi: Oxford University Press
3. Patricia Hill Collins Sirma Bilge. 'Intersectionality'. 2016. Cambridge. Polity Press Dube
4. Gupta, Dipankar. (1991), Ed. Social Stratification. Delhi: Oxford University Press.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100

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"COURSE CODE": "Environment and Society"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	Minor	100		4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2.5hrs

Course Description: The course aims to provide the students with a sound conceptual, theoretical and empirical background to the issues of environment, sustainable development and resource management; and prepare them for further research in the area

Course Prerequisite:

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the main concepts, theories, debates and empirical practices on the interaction between environment and society	U
2	Differentiate between different paradigms and discourses on nature and its use by society	U
3	Describe current theoretical and empirical debate on environmental movements and sustainable resource management practices	R
4	Evaluate policies and practices concerning environmental governance and sustainable development	E
5	Appropriately apply different theories and methodologies of research in different contexts relevant to environment and sustainable development	A

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1							
CO 2							
CO 3							
CO 4							
CO 5							

COURSE CONTENTS

Module	Units	Course description	Hrs
1	ENVIRONMENTAL SOCIOLOGY		12
	1.1	Nature and scope of Environmental Sociology	3
	1.2	Environment and sociological concerns	3
	1.3	Environmentalism as a response to environmental issues	3
	1.4	Paradigms and Perspectives: deep ecology, risk society	3
2	ENVIRONMENTAL ISSUES		12
	2.1	Global warming, climate change	3
	2.2	Impact of Technological advancement	3
	2.3	Exploitation of natural resources, environmental degradation, Deforestation, extinction of species	3
	2.4	Bearing of developmental projects - dams, roads, rails, SEZs	3
3	ENVIRONMENTAL MOVEMENTS		12
	3.1	Bishnoi Movement, Chipko Movement, Narmada Bachao Andolan	3
	3.2	Western Ghats conservation initiatives and people’s responses	3
	3.3	Environmental protests in Kerala: Silent Valley, Plachimada, Kathikoodam	3
	3.4	Industrialisation and its impact on environment- case of Mavoor	3
4	POLICY INITIATIVES AND PEOPLE’S RESPONSE		12
	4.1	environmental policies and programmes- Stockholm, National Environment Policy of India 2006	3

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	4.2	<i>The Environmental Protection Act, 1986, National Action Plan on Climate Change (NAPCC), Forest Rights Act, 2006, National Action Plan on Climate Change (NAPCC)</i>	3
	4.3	<i>National Mission for Enhanced Energy Efficiency, National Water Mission, Forest Rights Act, 2006</i>	3
	4.4	Environmental policies -Challenges and Controversies	
5	Teacher specific module: Field Work		12
	5.1	Visit to a local polluted site---Urban/Rural/Industrial/Agricultural	12

Essential Readings:

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1.1	https://egyankosh.ac.in/bitstream/123456789/84459/1/Unit-4.pdf	1-17	
	1.2	https://opentextbc.ca/introductiontosociology3rdedition/chapter/20-3-the-environment-and-society/		
	1.3	https://www.sciencedirect.com/topics/social-sciences/environmentalism		
	1.4	https://www.treehugger.com/what-is-deep-ecology-philosophy-principles-and-criticism-5191550 https://www.sciencedirect.com/topics/social-sciences/risk-society		
2	2.1	https://science.nasa.gov/climate-change/faq/whats-the-difference-between-climate-change-and-global-warming/		
	2.2	https://www.environmental-expert.com/articles/the-impact-of-technology-on-the-environment-and-how-environmental-technology-could-save-our-planet-832628		
	2.3	https://www.nature.com/articles/s41467-018-06579-2		
	2.4	https://www.studocu.com/in/document/jamia-millia-islamia/ecology-environment/impact-of-developmental-projects-dams-roads-rails-sezs/22823801		

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3	3.1	https://ebooks.inflibnet.ac.in/geop08/chapter/environmental-movements-chipko-andolan-narmada-dam-andolan-si-lent-valley-movement/		
	3.2	https://www.iucn.org/news/commission-environmental-economic-and-social-policy/202003/conservation-through-private-initiative-a-case-study-western-ghats-india		
	3.3	https://www.thenewsminute.com/features/silent-valley-controversy-focused-global-attention-rainforest-40-years-ago-75783		
	3.4	https://www.labourfile.com/section-detail.php?aid=529		
4	4.1	https://moef.gov.in/wp-content/uploads/2017/07/introduction-nep2006e.pdf		
	4.2	The Environmental Protection Act, 1986, National Action Plan on Climate Change (NAPCC), Forest Rights Act, 2006, National Action Plan on Climate Change (NAPCC)		
	4.3	https://beeindia.gov.in/en/programmes/nmeee		
	4.4	https://eias.org/publications/op-ed/greening-indias-environment-challenges-faced-and-prospects-for-future-cooperation/		

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	4
d)	Seminar	4
e)	Book/ Article Review	2
f)	Viva-Voce	5
g)	Field Report	5
Total		100

"COURSE CODE": "SOCIOLOGY OF EVERYDAY LIFE"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MINOR	100		4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2.5 Hrs

Course Description:

The course aims to familiarize students with essential tools, methods and concepts necessary for interpreting the 'social' aspects present in everyday life. It equips the development of a 'sociological imagination' to establish connections between personal experiences and societal influences. The focus is on understanding how social interactions are structured and culturally everyday influenced. The course critically examines the perception of the normal as natural, revealing the cultural production and reproduction of social inequalities in ordinary aspects of our lives. It explores the everyday structures of roles, statuses, communities, associations, and their institutionalization

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the essential concepts of sociology and the ability to view and interpret the world through a sociological lens.	U
2	Analyse and explain social interactions/ encounter in everyday life using various sociological perspectives.	A
3	Understand the concepts of social control, deviance, and crime, along with various sociological perspectives on crime and deviance.	U

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4	Evaluate the building blocks of culture within a societal context.	E
5	Analyse the impact of religion and caste in defining individual and group identities in India.	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		Understanding everyday life	12
1	1.1	Conceptualising everyday life	3
	1.2	Sociological imagination of / and everyday life	3
	1.3	Internalisation and reproduction of everyday life	3
	1.4	Social structure, social system, and individual	3
		The making of everyday life	13
2	2.1	Construction of self through social interaction (interactionist perspectives)	3

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	2.2	The presentation of Self in everyday life (Dramaturgy)	3
	2.3	Structuring social reality (Phenomenology)	4
	2.4	Creating meaning in social life (Ethnomethodology)	3

	Everyday life as process of negotiations		14
3	3.1	Social structure and agency	4
	3.2	Culture and embodiment of self	4
	3.3	Normalisation of dominant narratives in everyday life	3
	3.4	Power and individual negotiations	3

	Encountering Social Inequality in everyday life		12
4	4.1	Religion and morality: Defining the ‘other’.	3
	4.2	Caste as social construction through everyday practices	3
	4.3	Construction of gender	3
	4.4	Reproduction of inequalities	3

Teacher specific module

	Content analysis of online communication patterns among various virtual communities (example online fandoms, clubs etc.) and the impact of non-verbal cues in virtual interactions.	
	OR	
	Visit a cultural site of students choice and make a detailed report on the same	
	OR	
	A panel discussion with guest speakers from different religious and caste backgrounds to discuss the impact of these factors on social identity.	

Essential Readings:

References

6. Bauman, Z, and May, T. 2001. Thinking Sociologically. Malden, USA: Wiley-Blackwell.
7. Berger, P. L. 1966. Invitation to Sociology. Great Britain: Penguin Books.

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8. Beteille, A. 2009. *Sociology: Essays in Approach and Method*. Delhi: Oxford University Press.
9. Bilton, T. et al. 2002. *Introductory Sociology*. New York: Palgrave.
10. Bourdieu, P. and Wacquant, L. 1992. *An Invitation to Reflexive Sociology*. Cambridge: Polity Press.
11. Certeau, M.D. 1988. *The Practice of Everyday Life*. Berkeley: University of California Press.
12. Emirbayer, M., and Mische, A. 1998. ‘What is agency?’, in *The American Journal of Sociology*, Vol 103 (4), pp. 962 – 1023.
13. Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. Berkeley: University of California Press.
14. Highmore, B. 2002. *The Everyday Life Reader*. London: Routledge.
15. Lefebvre, H. 1991. *Critique of Everyday Life Vol: 1*. London: Verso.
16. Ludtke, A. 1995. *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. New Jersey: Princeton University Press.
17. Mills, C.W. 1959. *Sociological Imagination*. New York: Oxford University Press.
18. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.

Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
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Suggested Readings:

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100

"COURSE CODE": "SOCIOLOGY OF FOOD"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MINOR	100		4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2.5 Hrs

Course Description:

This course explores the different dimensions of the relationships between people, culture and societies. The practices related to food ranges from production, distribution and consumption. The syllabus is structured to understand food beyond the mere practices of eating, rather they compose or determine the composition of culture. Development of sociology of food and eating, this provides opportunities for students to understand culture, traditions, inequalities and stratifications, power structures, media, social institutions ecology, globalisations and so on as emerging areas of research and debates.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the sociological dimensions of food	
2	Identify the relations between Food and social roles	

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3	Analyse the impact of globalization on food	
4	Explain the role of National food policy in Indian and Kerala context	
5		

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)
Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HO UR S
1	Introduction to the Sociology of Food		14
	1.1	Defining food as a Sociological Phenomenon.	3
	1.2	Relationship between food and society	4
	1.3	Basic concepts and terminologies: consumption, omnivores, culinary culture, McDonaldisation.	4
	1.4	Consumption pattern: family meal, eating out, online	3

	Exploring the Intersections of Identity, Power, and Gender based on Food in India	14
2	2.1 Food and gender: culture, rituals and practices	4
	2.2 Power dynamics in food- Meatarianism - Vegetarianism, food restrictions	3
	2.3 Food culture: caste, class and religion	4
	2.4 Food traditions: religion, regional variations	3

	Food and Globalization	14
3	3.1 Global market and food consumption	3
	3.2 Food industries and multi national brands	3
	3.3 Impact of globalization on local food practices & traditions	4
	3.4 Media, advertising, and food culture in India	4

	Food Distribution and Markets	14
4	4.1 Food supply chains and distribution networks	3
	4.2 Food policies: national, state and local governments	4
	4.3 Community identity, community-based food initiatives	4
	4.4 Kerala: Urban culture, changing trends in food consumption	3

Teacher specific module

	Teacher Specific Module	4
5	<i>Directions</i>	
	<ul style="list-style-type: none"> - Visit venues where food festivals are conducted - Conduct a food festival department wise or campus wise with the support of students and faculty members from other departments. - Watch movies that discussed culture and politics of food - Conduct a debate or discussion on the food culture and politics of food. - Interaction with chefs and food vloggers - Food vlogging shall be conducted. 	5

Essential Readings:

References

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1. Winne, Martha, and Richard J. H. Weller. "Food and Society: An Introduction." Guilford Press, 2015.
2. Friedmann, Harriet. "Food Politics: How Industrialization Has Affected Food Systems Worldwide." *Annual Review of Sociology* 31.1 (2005): 167-190.
3. Monteiro, Carlos A., and Geoffrey C. Ogden. "The Politics of Food, Diet, and Health." World Health Organization, 2011.
4. Goodman, Michael K. "The Global Food System." Third Edition. Routledge, 2009.
5. Nestle, Marion. "Safe Food: The Politics of Food Production, Distribution, and Consumption." Basic Books, 2003.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		100

COURSE CODE": "SOCIOLOGY OF FILM"

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
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II	MINOR	100		4	60
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Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2.5 Hrs

Course Description:

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Get introduced to the sociological perspectives of cinema and concepts.	
2	Understand the role of cinema in constructing and reflecting social identities.	
3	Critically evaluate the impact of cinema on social attitudes, values, and behaviorur.	
4	Explore the relationship between cinema, ideology and power	
5	Analyse films and cinematic trends Apply sociological theories	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**
Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			

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CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HO UR S
1		Understanding film/cinema - sociological perspectives	14
	1.1	Basics of sociology of film	3
	1.2	Film/cinema- style vs genre- classification of films	4
	1.3	Concepts- representation, ideology, and spectatorship in film/cinema	4
	1.4	Various approaches to film- Marxism, feminism	3
2		Knowing Indian cinema	14
	2.1	Evolution of Indian cinema- silent era to modern times	4
	2.2	Regional movies, cultural hegemony	3
	2.3	Indian cinema- distinctiveness	4
	2.4	Case studies- movie watching and writing reviews	3
3		Social construction of films: new generation movies	14
	3.1	Changing dynamics of Malayalam films	3
	3.2	Films and social institutions	3
	3.3	Gender representation in cinema	4

	3.4	Social discrimination as represented in films	4
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	Recent trends		14
4	4.1	Cinema hall as the first public sphere in the backdrop of caste-based segregation of the publics	3
	4.2	Cinema hall as a gendered space, audience and the question of masculinity	4
	4.3	Virtual reality and augmented reality	4
	4.4	Contemporary trends in Malayalam cinema: new wave cinema, experimental filmmaking, digital platforms	3

Teacher specific module

5	Teacher Specific Module		4
	<i>Directions</i>		
	<ul style="list-style-type: none"> - Conduct film fests - Critical review writing on films - Making short films on socially relevant issues - Interaction with film personalities 		5

Essential Readings:

References

1. Turner G (2020) Film as Social Practice. Routledge
2. Sobchack, V. (2026). The Persistence of History: Cinema, Television and the Modern Event. Routledge
3. Ganti, T (2018). Bollywood: A Guidebook to popular Hindi Cinema. Routledge
4. Mishra, V. (Ed). (2017). Bollywood and Globalisation: Indian Popular Cinema, Nation and Diaspora. Anthem Press
5. Vasudev, A (2018). The Melodramatic Public: Film Form and Spectatorship in Indian Cinema. Columbia University Press.
6. A Appadurai (1996) Disjuncture and difference in the Global Cultural economy in M Featherstone (ed) Global Culture: Nationalism, Globalisation and Modernity (London: Sage) p 295-310

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Suggested Readings:

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100

COURSE CODE: “SOCIOLOGY OF MARKETING AND ADVERTISING”

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MINOR	100		4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4			30	70	100	2.5 Hrs

Course Description:

The Sociology of Marketing and Advertising course examines the interplay between marketing practices and societal dynamics. It delves into how advertising influences and reflects social norms, values, and behaviors. The course integrates concepts from sociology, psychology, and public opinion research to analyze marketing strategies and their impact on consumer culture. Students explore critical theoretical debates and apply sociological tools to understand the ethical, cultural, and economic implications of advertising. Through this course, learners gain insights into the role of marketing in shaping identities and societal trends, preparing them to critically assess and engage with the marketing industry in a socially responsible manner

Course Prerequisite:

1. Basic Knowledge about market Consumer behaviour and culture
2. Awareness about social stratification
3. Knowledge about the role of advertisement

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental sociological concepts related to marketing and advertising.	
2	Understand the impact of Marketing and consumer culture	
3	Analyse the impact of marketing and advertising on various social groups and structures.	
4	Evaluate the ethical implications of marketing practices.	
5	Apply sociological knowledge to real-world marketing and advertising scenarios.	

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**
Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HO UR S
		Marketing as social process	14
1	1.1	Evolution of Market, sociological dimensions of market	3
	1.2	Social Construction of Needs and Wants, Culture of Consumption	4
	1.3	Marketing and Consumer Behaviour	4
	1.4	Marketing and Social Stratification: caste, class, status	3

		Marketing and consumer culture	14
2	2.1	Branding and Social Influence	4
	2.2	Children as Consumers	3
	2.3	Consumer Culture and Globalization	4
	2.4	Social Media and Online Marketing	3

	Social Impact of Marketing Strategies	14
3	3.1 Impact of Marketing on Social categories	3
	3.2 Marketing and social vulnerability	3
	3.3 Sustainable Marketing: Green Marketing Strategies	4
	3.4 Ethical Issues in Marketing Practices	4

	Social Implications and Advertising	14
4	4.1 Social Implications of Advertising	3
	4.2 Gender Stereotyping in Advertising	4
	4.3 Advertising, Media and Society	4
	4.4 Regulations and Policies in Marketing and advertising	3

Teacher specific module

	Teacher Specific Module	4
	<i>Directions</i>	
5	1. Advertisement Analysis 2. Marketing Campaign Project 3. Case Study Analysis 4. Field Research Project 5. Role-Playing Simulation	5

Essential Readings:

References

Reference Distribution:

Module 1: Marketing as Social Process

Polanyi, K. (1944). *The Great Transformation: The Political and Economic Origins of Our Time*. Beacon Press.

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Veblen, T. (1899). *The Theory of the Leisure Class*. Macmillan.

Module 2: Marketing and Consumer Culture

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Aaker, D. A. (1996). *Building Strong Brands*. Free Press.

Schor, J. B. (2004). *Born to Buy: The Commercialized Child and the New Consumer Culture*. Scribner.

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Ritzer, G. (2007). *The Globalization of Nothing 2*. Sage Publications.

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Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68.

Module 3: Social Impact of Marketing Strategies

Wilkie, W. L., & Moore, E. S. (1999). Marketing's contributions to society. *Journal of Marketing*, 63(Special Issue), 198-218.

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Smith, N. C., & Quelch, J. A. (1993). *Ethics in Marketing*. Irwin.

Module 4: Social Implications and Advertising

Kilbourne, J. (1999). *Can't Buy My Love: How Advertising Changes the Way We Think and Feel*. Simon & Schuster.

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Pollay, R. W. (1986). The distorted mirror: Reflections on the unintended consequences of advertising. *Journal of Marketing*, 50(2), 18-36.

Kang, M. E. (1997). The portrayal of women's images in magazine advertisements: Goffman's gender analysis revisited. *Sex Roles*, 37(11-12), 979-996.

McChesney, R. W. (2015). *Rich Media, Poor Democracy: Communication Politics in Dubious Times*. The New Press.

Schudson, M. (1984). *Advertising, the Uneasy Persuasion: Its Dubious Impact on American Society*. Basic Books.

Boddewyn, J. J. (1989). Advertising self-regulation and outside participation: A multinational comparison. *Journal of Advertising*, 18(3), 1-11.

Armstrong, G., & Kotler, P. (2020). *Marketing: An Introduction (14th ed.)*. Pearson.

Suggested Readings:

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper- 1	
b) Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/ Article Review	
f) Viva-Voce	
g) Field Report	
Total	100