Course Objectives:

1. Political Sociology is one of the core areas of sociology. It is a thriving subfield of sociology with important theoretical and practical consequences. The endeavor in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable.

2. The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts. The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems.

3. The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena. The first two sections of the course deals with theoretical and analytical aspects of examining the interface between politics and society, while the third section seeks to provide an understanding of political processes in India.

Course Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.

2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective.

3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.

4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Content:

Unit 1. Introducing Political Sociology (3 Weeks)

Unit 2. Conceptual Moorings (6 Weeks)

1.1 Power, Authority and Resistance
1.2 Classes and Elites
1.3 State, Democracy and Citizenship

Unit 3. Politics and Society in India (5 Weeks)

* 

Unit 1: Introducing Political Sociology (Weeks 1-3)


Unit 2. Conceptual Moorings (Weeks 4-9)

2.1 Power, Authority and Resistance


2.2. Classes and Elites


2.3 State, Democracy and Citizenship


Unit 3. Politics and Society in India (Weeks 10-14)


References:

Compulsory Readings:


Additional Resources:

a. Books & Articles:

Chomsky, N. 1999. Profit over People: Neoliberalism and Global Order. Severn Stories Press, pp. 7-18, 43-64


b. **Audio Visual Resources:**

1. Documentaries: Why Democracy  
(http://whydemocracy.net/)

2. TV Series: Yes, Minister, Yes, Prime Minister,  
(http://www.imdb.com/title/tt0080306/)

3. Films and TV Series from India:  

**Teaching-Learning Process:**

Teaching learning process in this paper has to be interactive and reflective as majority of students are more often disinterested in questions concerning the political. Teachers should encourage students to read the daily newspaper and peruse electronic journals which would animate the conceptual and analytical aspects of the course with real socio-political events from the students’ immediate contexts. Use of audio-visual resources, mainly documentaries will be made an integral part of learning in this course.

**Assessment Methods:**

Assessment in this paper will be in the form of written assignments, book reviews, film reviews, class presentations, projects, and class test.

**Keywords:**  
BA (H) SOCIOLOGY
CORE COURSE -06
SOCIOLOGY OF RELIGION

COURSE OBJECTIVE

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

COURSE LEARNING OUTCOMES:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.

2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

3. By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

COURSE CONTENT

Unit 1: Theorising Religion and Society (Weeks 1-5)
   1.1 Religion and Sociology
   1.2 Formulating a Theory of Religion

Unit 2: Rationality (Weeks 6-8)

Unit 3: Elements of religion (Weeks 9-11)
   3.1 Ritual
   3.2 Myth
   3.3 Body
   3.4 Time

Unit 4: Religion and the State (Weeks 12-14)

*
COURSE CONTENTS

Unit 1. Theorising Religion and Society (Weeks 1-5)

1.1 Religion and Sociology


1.2 Formulating a Theory of Religion


2. Rationality (Weeks 6-8)


3. Elements of religion (Weeks 9-11)

3.1 Ritual


3.2 Myth


3.3 Body


3.4 Time

4. Religion and The State (Weeks 12-14)


REFERENCES

COMPULSORY READINGS


**ADDITIONAL RESOURCES**


**TEACHING LEARNING PROCESS**

a. The course is primarily a lecture course with a healthy dose of discussion based on the readings listed. Students are expected to read the required material each week and come prepared for discussion in class.

b. The instructor will draw attention to details that are likely to be missed by the students and encourage them to expand the area of application of themes, concepts and issues covered by the course.

c. Interactive classroom sessions are designed to help students develop group skills including listening, brainstorming, communicating and negotiating with peers.

d. Teaching based on the syllabus will be supplemented with audio-visual resources, field visits and other contemporary media.

**ASSESSMENT METHODS**

Assessment will be in the form of written assignments, experience papers, projects and presentations.

**KEY WORDS**

Religion, sociology of religion, church, sacred, profane, belief, ritual, religion and social structure, Protestant Ethic, magic, myth, rationality, secular, secularization.
B.A (H) Sociology  
Core Course 07  
Sociology of Gender

Course Objective:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender.

2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.

3. Understanding issues relating to gender both at a national and global level.

4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Content:

Unit 1. Gendering Sociology

Unit 2. Gender as a Social Construct

2.1. Gender, Sex, Sexuality
2.2. Production of Masculinity and Femininity

Unit 3. Gender: Differences and Inequalities

3.1. Class, Caste
3.2. Family, Work

Unit 4. Gender, Power and Resistance

4.1. Power and Subordination
4.2. Resistance and Movements

*
Unit 1. Gendering Sociology: [Week 1]


Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)


Unit 2. Gender as a Social Construct

2.1 Gender, Sex, Sexuality [Weeks 2-3]


2.2 Production of Masculinity and Femininity [Weeks 4-6]


Ubedo, Patricia “Feminine Identity and National Ethos in Indian Calendar Art” In Economic and Political Weekly Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).
Unit 3. Differences and Inequalities

3.1 Class, Caste [Weeks 7-8]


3.2 Family, Work [Weeks 9-10]


Unit 4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]


4.2. Resistance and Movements (Weeks 13-14)


References:

Compulsory Readings


**Additional Resources:**

**a) Books**


**b. Audio Visual Material:**
‘Bol’, Shoaib Mansoor

‘Fire’, Deepa Mehta

‘The Danish Girl’, Tom Hooper

‘Born into Brothels’, Zana Briski, Ross Kauffman

‘Period. End of Sentence’, Rayka Zehtabchi

**Teaching Learning Process:**

This paper would enable to students to understand how gender relations inform our experience and realities. This would enable them to identify problematic links which perpetuates gender inequality and justice.

Students are introduced to the concept of gender as a social structure thereby not limiting gender injustice to individual events and agents but part of a systematic process.

The students will be engaging with different types of texts and documents which represent various subjectivities within several contexts like caste, class and race, thus promoting a gender just perspective which is objective and open to multicultural realities and concepts.

**Assessment Methods:**

Assessment for this paper would be in the form of tests, written assignments, projects reports and presentations and field-work oriented tasks.

**Key Words:**

Sex and gender, sexuality, inequalities, power, subordination, social construction of masculinity and femininity, resistance, movements, family, caste, class, work.
Course Objective:
The linkages between the economy and its socio-cultural environment are so many and so complex that it has become almost an imperative need of the hour as to understand the ways in which the key elements of economy are situated and conditioned in a socio-cultural context. This course offers an introduction to the key concepts and theoretical foundations of Economic Sociology as a specialized branch of Sociology. Students learn socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions in local and global contexts by drawing insights from both theoretically and empirically grounded studies.

Learning Outcomes:
1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

Course Outline

Unit 1. Perspectives in Economic Sociology
   1.1 Formalism and Substantivism
   1.2 New Economic Sociology

Unit 2. Forms of Exchange
2.1 Reciprocity and Gift
2.2 Exchange and Money

Unit 3. Systems of Production, Circulation and Consumption

3.1 Hunting and Gathering
3.2 Domestic Mode of Production
3.3 Peasant
3.4 Capitalism
3.5 Socialism

Unit 4. Some Contemporary Issues in Economic Sociology

4.1 Development
4.2 Globalisation

Course Content

Unit 1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism


1.2. New Economic Sociology (Weeks 3-6)


Unit 2. Forms of Exchange (Weeks 5-7)

2.1. Reciprocity and Gift


2.2. Exchange and Money


Unit 3. Systems of Production, Circulation and Consumption (Weeks 8-11)

3.1. Hunting and Gathering


3.2 Domestic Mode of Production


3.3 Peasant


3.4 Capitalism


3.5 Socialism


Unit 4. Some Contemporary Issues in Economic Sociology (Weeks 12-14)

4.1 Development


4.2 Globalisation


**References:**

**Compulsory Readings:**


Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1, 2 and 3


Additional Resources:

**Books and Articles:**


Teaching Learning:

1. This student centric course enables students to attend the above defined learning outcomes through a rigorous process of teaching and learning process. Classroom based dialogical teaching and learning method coupled with seminar presentations, field-based excursions, team-based projects provides a training-based learning ambiance to the students. This participatory and active learning process is deeply inbuilt in the above course structure.

2. Course planning also emphasizes on the use of e-learning materials in the form of documentaries, movies, online available lectures and interviews by eminent thinkers/researchers on the subjects to keep away students from monotonous and habitual ways of learning.

Assessment:

Periodic tutorials, seminar presentations, close or open book tests as continuous modes of students’ assessment over the themes covered through interactive sessions in class further adds to the strength of this course making it a student/learner-centric course.

Keywords:

Economy, society, culture, business, money, trade, capitalism, socialism, production, consumption, globalization, development, primitive society, informal economy, proletarianization, world systems, market, embeddedness, peasant economy, exchange, formalism, substantives.
BA (H) Sociology
Core Course 09
Sociology of Kinship

Course Objectives

1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspectives on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Outline:

Unit 1. Introduction:

1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

1.2 Approaches

1.2.1 Descent
1.2.2 Alliance
1.2.3 Cultural

Unit 2. Family, Household and Marriage

Unit 3. Re-casting Kinship

3.1 Relatedness
3.2 Kinship and Gender
3.3 Re-imagining Families
3.4 New Reproductive Technologies
3.5 Surrogacy

Course Content:

Unit 1. Key terms and approaches (Weeks 1-5)


[Readings marked * are repeated in Unit 2]
Unit 2. Family, Household and Marriage (Weeks 6-10)


Uberoi, Patricia, 1995, ‘When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage’, *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

Unit 3. Re-casting Kinship (Weeks 11-14)

3.1 Relatedness


3.2 Kinship and Gender


3.3 Re-imagining Families


3.4 New Reproductive Technologies


3.5 Surrogacy
References:

Compulsory Readings:


Gold, Ann Grodzins, 1994, ‘Sexuality, Fertility, and Erotic Imagination in Rajasthani Women’s Songs ‘, in Listen to the Heron’s Words: Re-imagining Gender and Kinship in North India by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72


Uberoi, Patricia, 1995, ‘When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage’, *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45


**Teaching Learning Process**

1. Interactive session with students to enable them to broaden their understanding of family, marriage and kinship.
2. Reading classical theories and ethnographies and apply them to understand what’s happening around.
3. Movie screening on issues related to reproductive technologies, surrogacy, divorce etc.
4. Project work in which students get a chance to use their understanding of theories and approaches to their surroundings.

**Assessment Methods**

1. Internal assessment through regular assignments and class test
2. Project assessment through field work, writing report and presentation
3. Final end term assessment through external examination

**Key Words:**

Kinship, Family, Marriage, Biology, Culture, Relatedness, Assisted Reproduction, Maternity And Motherhood.
Course Objectives:
1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

Course Learning Outcomes:
1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Outline:

Unit 1. Introducing Stratification (2 Weeks)

Unit 2. Theories of Stratification (5 Weeks)
   2.1. Marx, Weber and Class
   2.2. Functionalism

Unit 3. Identities and Inequalities (5 Weeks)
   3.1. Caste, Race and Ethnicity
   3.2. Feminism and Gendered Stratification

Unit 4. Social Mobility: Forms and Patterns (2 Weeks)
Unit 1. Introducing Stratification (2 weeks)


Unit 2. Theories of Stratification (5 Weeks)

2.1. Marx, Weber and Class


2.2. Functionalism


Unit 3. Identities and Inequalities(5 Weeks)
3.1. Caste, Race and Ethnicity


3.2. Feminism and Gendered Stratification


Collins, Patrica Hill. ‘Toward a New Vision: Race Class and Gender as Categories of analysis and Connection’ *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45

Unit 4. Social Mobility: Forms and Patterns (2 Weeks)


Goldthorpe , J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, Oxford; Clarendon press.

References:

Compulsory Readings:

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'.*American Journal


Collins, Patrica Hill. ‘Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ’ *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993),pp. 25-45


Pp. 33-56


1.4 Teaching-learning process

1. As the course revolves around important aspects of stratification, which involves placement and identities of individuals within society thus the concepts and theories require active participation and involvement of students in interactive sessions.

2. Lectures would have to be supported by active group tutorial sessions around the issues raised in the course, which would further raise debates and discussions.

3. The course would allow for screening of films and documentaries related to different aspects of inequalities and identities, followed by talks by eminent researchers in the field and interactive discussions.

4. The key issues relating to stratification raised in the course, would encourage students to pursue these beyond the syllabus readings through library materials and e-resources.

5. Students can be encouraged to take up projects in various areas suggested by the course, using secondary sources as well as by conducting modest field-work individually or in teams.

6. The course also offers immense scope for conducting field visits where concepts of stratification and inequalities can be observed.

Assesment:

Exams, Tests, Projects, Assignments

**Key words:** Inequality, Natural inequality, Social inequality, Race, Caste, class, Gender, Identity, Social mobility.
B. A. (H) Sociology
Skill Enhancement Course 01
Reading, Writing and Reasoning for Sociology

Course Objectives:

…an institution officially entrusted with the transmission of the instruments of appropriation of the dominant culture which neglects methodically to transmit the instruments indispensable to the success of its undertaking is bound to become the monopoly of those social classes capable of transmitting by their own means… the instruments necessary for the reception of messages…

- Pierre Bourdieu

1. To enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally.
2. To bring about a realization among the students that reading, writing, reasoning and critical thinking are interrelated skills.
3. To teach students to harness the creative tension in the process of reading, writing and reasoning.
4. The course seeks to teach elements of good academic writing and form habits that go with it.
5. An ability to avoid and spot plagiarism.

Course Learning Outcomes

1. Reading:
   (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
   (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
   (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
   (d) Identify general conclusions from specific details in texts

2. Writing:
   (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
   (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
      (i) Multi-draft approach: pre-writing, outlining, drafting, revising, and editing
(ii) Formal academic style
(iii) Information from several sources and synthesizing into their own writing
(iv) Internationally accepted methods of citation and referencing
(c) Be able to treat reading and writing as complementary and synergistic
(d) Be able to conceptualize and plan a research paper

3. Reasoning:
(a) Students should be able to approach writing as a form of reasoning, with specific
organization of ideas, style and perspective
(b) Be able to develop critical thinking through reflecting on various texts consciously
and not take anything for granted in the analyses of the social world
(c) Be able to develop scientific reasoning by reading texts for consistency and logic
(d) As multicultural classrooms, students should be able to relate specific experiences
with specific groups and generate multi-cultural competence in understanding social
issues. By reading texts from cross-cultural contexts, students will be able to
approach a creative synthesis in the classroom and grasp the various ways of
sociological reasoning.

Course Content:

Unit 1 Introduction: The virtues of repetition [Week 1]

Unit 2 Techniques for reading academic texts [Weeks 2–7]

2.1 Grasping the whole: How to get an overview
2.2 Divide and conquer: Taking texts apart
2.3 Getting outside help: Recruiting extra resources

Unit 3 How to begin writing academic prose [Weeks 8–13]

3.1 Building a structure: What do you want to say?
3.2 Working with blocks: Sections, paragraphs, sentences
3.3 Borrowing material: Paraphrasing, quoting, citing

Unit 4 Final sessions: peer reviewing [Week 14]

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Unit 1: Introduction: The virtues of repetition [Week 1]

Academic reading and writing is really all about re-reading and rewriting – about repeatedly re-
working a text until some provisional goal is achieved.
1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

Unit 2 Techniques for reading academic texts [Weeks 2–7]

2.1 Grasping the whole: How to get an overview

2.1.2 Titles as the shortest summary of a text
2.1.3 Good and bad titles
2.1.4 Section headings (where present)
2.1.5 Introductions and Conclusions
2.1.6 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

2.2.1 Beginning, middle and conclusion – stages of argument
2.2.2 The architecture of arguments: main, subsidiary, minor
2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
2.3.2 Contextualising texts with quick background research
2.3.3 Productive ways of asking for help from teachers/tutors

Unit 3: Techniques for writing academic prose [Weeks 8–13]

3.1 Building a structure: What do you want to say?

3.1.1 Beginning, middle and conclusion – stages of argument
3.1.2 The architecture of arguments: main, subsidiary, minor
3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences
3.2.1 How many sections? Job descriptions for each section
3.2.2 Paragraphs as key building blocks of academic prose
3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing
3.3.1 The difference between paraphrasing and plagiarism
3.3.2 Quotations: When? Why? How?
3.3.3 Citation styles
3.3.4 Productive ways of asking for help from teachers/tutors

Unit 4: Final sessions: peer reviewing [Week 14]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other’s work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

4.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.

4.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their peers’ work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).

4.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.
References


Additional Resources:


Teaching Learning Process:

Reading, Writing and reasoning for sociology classroom by definition has to be interactive, participatory and practice intensive that places huge emphasis on peer learning. The students need to appreciate the virtues of grasping as well as creating structure while at the same time learning to innovate and improvise. Hence the teaching learning tries to generate similar tension. Teaching involves sessions of active reading that breaks the habitual reading that seeks word to word absorption. Exercises of translating, applying, analysing, synthesizing and evaluating concepts encountered in academic texts and practice of comprehension, summary writing, and studying texts for their central argument would be integral to the class room. Teaching also involves teaching rhetoric, ethics and aesthetics of writing through the use of both specialized texts on writing as well as social science texts. Reading and writing are ultimately taught as
modes of reasoning. Virtues of patience and attention to detail are taught through making students produce multiple drafts with variations of intent, content and emphasis on the same theme, and also training them to revise and teaching them to produce better drafts.

**Assessment Methods:**
Class participation, Class exercises, take home assignments, Class assignments, tasks of essay writing texts of various lengths and intent including a long essay to come at the end of the semester.

**Key words:**
Reading, Writing, Critical Thinking, Sociological Imagination, Public Sociology
B. A. (H) sociology  
Skill enhancement course 02  
Techniques of ethnographic filmmaking  

Course Objectives  
This course is premised on accessing sociology and social anthropology through forms other than the textual; in particular, the aural, the visual – the sensory. It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices. One concern that may be perceived in the transaction of this course is regarding its accessibility within the visually challenged encounter. However, this course imparts and highlights the significance of a sensory research practices, rather than being a purely visual exercise.

Course Learning Outcomes  
1. The SEC on techniques of ethnographic filmmaking starts by laying groundwork for orienting students to the techniques and methods of using the method of visuals in sociology. As students engage with the course along with other important programmes as part of their B.A (H) in sociology, they also begin to understand the intersection of classroom-based knowledge and practical realm. At this point, the course aims to prepare them for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence.

2. Film screenings, assignments and projects in this course are aimed at broadening the spectrum of engagement through sociology. Through ethnographic filmmaking, students move beyond the textual reading and writing mode. Centered on the means of visual, oral and aural, the programme helps them build on the use of diverse media (and tools) to represent cultures and narratives.

3. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues.

4. Teamwork: An important aspect of the programme is working in teams/groups for the final filmmaking projects. Through team work and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning. These are core competencies that the SEC orients them about.

5. The experience of producing visual anthropological content as part of the SEC helps students gear up for the specific electives and courses they take up in the later semesters, particular the research methods course. The brush with social research skills, techniques of sociological fieldwork and thematic issues of
representation helps in enriching their engagement with the theoretical framework in final year of BA (H) Sociology.

Course Content:

Unit 1. Introduction to Anthropological Filmmaking
   1.1. History of Ethnographic Filmmaking
   1.2. Anthropology and Filmmaking: The Text and the Image
   1.3. Different Modes of Filmmaking

Unit 2. Understanding the use of Camera in Anthropology

Unit 3. The Filmmaker and the Filmed: Relationship and understanding ‘ethics’

Unit 4. Editing and Construction of Meaning
   4.1 Understanding multiple shots and camera movement
   4.2. Tools for Film Editing

Unit 5. Filming Oral testimonies, Interviews and Interactions Final Film Projects

Unit 6. Final Film Projects

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Unit 1. Introduction to Anthropological Filmmaking: [Week 1-3]

1.1. History of Ethnographic Filmmaking


Suggested Screening of Film Scenes/Sequences, Trance and Dance in Bali by Margaret Mead and Gregory Bateson, 22 mins.

1.2. Anthropology and Filmmaking: The Text and the Image


Suggested Screening of Film Scenes/Sequences: Etre et Avoir by Nicholas Philibert’s, 105 mins, 2002; New Boys by David MacDougall, 100 mins, 2003; Dilli
Mumbai-Dilli by Saba Dewan, 63 mins, 2006; Bowling for Columbine by Roger Moore, 120 mins, 2002.

Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data?; How to take care of equipment?

Practical Work for Week ½ - Familiarise yourself with your camera. Use your still and video cameras to shoot the same objects from different angles, lighting, and sound spaces.

Unit 2. Understanding the use of Camera in Anthropology: [Week 4]


Suggested topics for technical discussion – Small and big cameras, tripod and hand held cameras, Understanding light; F I l m m a k e r ‘ s Dilemma – where to place the camera?; Filmmaking – Working Single or in a Team?

Practical Work for Week 3 – Camera mounting on tripod; handheld camera practices.

Unit 3. Filmmaker and the Filmed: Relationship and understanding ‘ethics’. [Weeks 5-6]


Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed - Gender, Class, Ethnicity.

By this point, students should have finalised their topics and groups for their final film.

Practical Work for Week 5-6: Assignment on Observational Mode; Make one shot of something of your interest. Not more than 2 mins. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as the resolution allows viewing on a classroom projector.

Viewing of assignments and discussions.

Unit 4. Editing and Construction of Meaning [Weeks 7-9]
4.1 Understanding multiple shots and camera movement

Suggested topics for technical discussion: Multiple shots, understanding point-of-view; narrative building, filming a process, types of editing; Understanding space and material objects – vis-à-vis the character; Types of camera movement; Motivations behind Camera movement; Movement within the shot.


By this time, students should have approached their respondents, acquired permissions and rekeyed possible shoot locations.

Suggested Screening of Film Scenes/Sequences: *Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925; *Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

4.2. Tools for Film Editing

Suggested topics for technical discussion: Understanding editing software (Suggested software: Avid/Final Cut Pro/Windows Movie Maker); Transferring and sequencing of data; Data Backup before editing; Viewing footage; Transcription and Paper Edits.

Practical Work for Week 7-9: Assignment on Process film; 3 mins; Film an activity; Include camera movement; Break it down in stages - beginning, middle and end; Understand the cause and effect; Focus only on (i) the person (ii) the activity; editing the process film.

Viewing of assignments and discussions.

Unit 5. Filming Oral Testimonies, Interviews and Interactions [Weeks 10-11]

Suggested Screening of Film Scenes/Sequences: *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961.

Suggested topics for technical discussion: Sound and audio equipment.

Practical Work for Week 10-11: Film an oral testimony, with maximum 2 people; Length, no more than 5 minutes; Focus on Interaction; Location is optional

Viewing of assignments and discussions.

Unit 6. Final Film Projects [Weeks 12-14]

6.0.1. Film length limited to 5 - 8 mins.

6.0.2. Viewing of projects and discussion.
Note: This course will require a special budget for the purchase/hiring of equipment and for honorarium to technical resource persons.

References:

Compulsory Readings:


Additional Resources:

Books & Articles:


Audio Visual Material
Battleship Potemkin by Sergei Eisenstein, 69 mins. 1925;

Bowling for Columbine by Roger Moore, 120 mins, 2002.

Chronicle of a Summer by Edgar Morin, Jean Rouch, 85 min, 1961.

Dilli-Mumbai-Dilli by Saba Dewan, 63 mins, 2006;


Etre et Avoir by Nicholas Philibert’s, 105 mins, 2002

New Boys by David MacDougall, 100 mins, 2003;

Strangers on a Train by Alfred Hitchcock, 101 min, 1951.

Teaching Learning Process

1. The primary thrust of this course is to enable students to develop social research skills through the use of camera and film technology. In this exercise, the role of the teacher is to familiarize the students not only with the techniques of ethnographic filmmaking but, to contextualize the practice within the larger theoretical framework in order to bring out the specific nature of anthropological films in comparison with other documentary genres.

2. This course demands a constant and rigorous one-on-one interaction with the students, as the teacher has to continually see and evaluate the visual material produced by the young filmmakers. The inputs provided by the teachers are not merely technical but are meant to guide the students regarding the very ethics of anthropological filmmaking. It is this combination of techniques and ethics that is central to the production of film based ethnographic research material.

3. A particular challenge in the transaction of this course is that students have already been exposed to a certain kind of visual thinking, generated by social media photography and video making. Because of this, the teacher has the crucial responsibility to guide the students to develop an academic bent while thinking visually, so that the latter learn not only to produce research relevant films but are also able to critically evaluate the circulation and exchange of images on various social media platforms.
4. This course allows the students to come out of their comfort zones, interact with people, engage with fieldwork, and in the process develop an understanding about their own abilities, limitations and interests. It allows them to address their own understanding of the world in a practical and experiential manner, thus challenging some of their predetermined ideas about the ‘other’.

**Assessment Methods**

Since this is a Skill Enhancement Course, the assessment of this paper entails a two-fold evaluation process, pertaining to the gradual competence acquired by the students. *Firstly*, the students will be marked on the series of exercises that they have to complete as mentioned in the syllabus. Along with technical soundness, students are expected to show ethical integrity in their project work. *Secondly*, they will be marked on the final film that they make at the end of the course. Those teaching the paper may invite filmmakers or other faculty members transacting this course to grade these student films. Students may execute their exercises as group projects.

**Key Words**
Ethnographic Film, Anthropological Filmmaking, making films for fieldwork, Filmmaking Ethics