B. A. (H) Sociology
Core Course 05
Political Sociology

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)

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

Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', *American Anthropologist*, New Series, Vol.92, No. 3, pp. 586-596

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19

Unit 2. Conceptual Moorings (Weeks 4-9)

2.1 Power, Authority and Resistance

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Lukes, Steven. 2005. *Power: A Radical View*, 2nd edition, Hampshire: Palgrave, pp.14-49

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

2.2. Classes and Elites

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3

2.3 State, Democracy and Citizenship

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', *The American Political Science Review*, Vol. 85, No.1, pp. 77-96.

Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford: Clarendon Press, pp. 1-45

Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press, pp.10-27

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History,* Ithaca: Cornell University Press, pp.55-72

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

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Delhi: OUP. Pp. 200 - 230

Tarlo, Emma. 2003. *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles: University of California Press, pp. 62-93

References:

Compulsory Readings:

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Delhi: OUP. Pp. 200 - 230

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

Lukes, Steven. 2005. *Power: A Radical View*, 2nd edition, Hampshire: Palgrave, pp.14-49

Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford: Clarendon Press, pp. 1-45

Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press, pp.10-27

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', *The American Political Science Review*, Vol. 85, No.1, pp. 77-96.

Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19

Tarlo, Emma. 2003. *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles: University of California Press, pp. 62-93

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History,* Ithaca: Cornell University Press, pp.55-72

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', *American Anthropologist*, New Series, Vol.92, No. 3, pp. 586-596

Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

Additional Resources:

a. Books & Articles:

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

Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems.* London: Oxford University Press, Chapter 8.

Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297

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:
Tamas , Neem ka Pedh, Kissa Kursi ka, Garam Hawa, Jaane Bhi Do Yaaron, New Delhi Times, Gulaal, Soldiers in Sarong.

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:
Power, Authority, Resistance, Politics, Elite, State, Democracy, Citizenship, Rights, Para-Political Systems, Post-Colonialism.

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)

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COURSE CONTENTS

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

1.1 Religion and Sociology

Be'teille, Andre'.2002. *"*Religion as a Subject for Sociology*", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.

1.2 Formulating a Theory of Religion

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

2. Rationality (Weeks 6-8)

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284

3. Elements of religion (Weeks 9-11)

3.1 Ritual
Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.

Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

3.2 Myth

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

3.3 Body

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

3.4 Time

Evans-Pritchard, E. E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

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

Marx, Karl. 2008/9 [1843]. "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. Org

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

REFERENCES
COMPULSORY READINGS

Beteille, Andre. 2002. *"Religion as a Subject for Sociology"*, in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-2

Durkheim, mile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 303-412, 418-448.

Evans-Pritchard. E. E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50, pp. 119-124.

Marx, Karl. 2008/9 [1843] . "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. Org

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284.

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon : Oxford, pp100-122.

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Weber. Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

ADDITIONAL RESOURCES

Berger, P.L. 1990. The Sacred Canopy: Elements of a Sociological Theory of Religion, 2nd Edition, New York: Anchor.

Geertz, Clifford. The Interpretation of Cultures. Selected Essays. Basic Books, 1973,*Religion as a Cultural System*, pp.87-125.

Van Gennep, A. 1960. The Rites of Passage. London": Routledge and Kegan Paul.

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

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Unit 1. Gendering Sociology: [Week 1]

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, pp. 1-26.

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)

Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.

Menon, Nivedita .2012. *Seeing like a Feminist.* India: Penguin. Introduction.

Unit 2. Gender as a Social Construct

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

Black Brian. 2007. "Brahmins and Women: Subjectivity and Gender Construction in the Upanishads" in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." *Economic and Political Weekly. 23(18). WS11-WS19.*

Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67-87).

Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed*., Pleasure and Anger.* London: Routledge (pp 143-179).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

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

Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Cornwall, Andrea and Nancy Lindisfarne (ed.). 1994 *Dislocating Masculinity: Comparative Ethnographies. Routledge.* Chapter 1.

Uberoi, 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]

Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge (pp 93-96).

Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." Economic and Political Weekly, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998) (pp 39-48)

3.2 Family, Work [Weeks 9-10]

Whitehead, A. 1981, ""I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons.* London: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. "Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa.* Delhi: Sage Publications [pp.190-220]

Unit 4. Gender, Power and Resistance

4.1. Power and Subordination [Weeks 11-12]

Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. "Problems for a Contemporary theory of Gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

4.2. Resistance and Movements (Weeks 13-14)

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

References:
Compulsory Readings

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

Black Brian. 2007. "Brahmins and Women: Subjectivity and Gender Construction in the Upanishads" in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." *Economic and Political Weekly. 23(18). WS11-WS19.*

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

Jackson S. and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

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).

Menon, Nivedita .2012. *Seeing like a Feminist*. India: Penguin. Introduction. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67- 87).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3. 1 Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

Palriwala, Rajni. 1999. "Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa.* Delhi: Sage Publications [pp.190-220].

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." Economic and Political Weekly,Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48).

Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed*., Pleasure and Anger.* London: Routledge (pp 143-179).

Susie, Tharu and Tejaswini Niranjana. 1999. "Problems for a Contemporary theory of Gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.

Whitehead, A. 1981, "I'm Hungry Mum"": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons.* London: Routledge and Kegan Paul (pp. 93-116).

Additional Resources:

a) Books

Barrett, Michele. (1980). *Women's Oppression Today.* London. Verso.

Beauvoir, S. de (1992). *The Second Sex.* trans. H.M. Parshley. Harmondsworth. Penguin. Butler, Judith. (1990). Gender Trouble: Feminism and the Subversion of Identity. New York. Routledge.

Connell, R. W. (1987) *Gender and Power.* Cambridge. Polity.

Delphy, Christine and Diana Leonard. (1992). *Familiar Exploitation: A New Analysis of Marriage in Contemporary Western Societies.* Cambridge. Polity.

Lerner Gerda. 1988. *The Creation of Patriarchy: The Origins of Women's Subordination. Women and History, Volume 1.* USA. OUP.

Sangari, Kumkum. and Sudesh Vaid, (ed). 1989. *Recasting Women: Essays in Colonial History.* India. Kali for Women/ Zuban Books

Mead, Margret. (1935). *Sex and Temperament in Three Primitive Societies*. London. Routledge.

Mohanty, Chandra Talpade, Ann Russo and Lourdes Torres. (1991). *Third World Women and the Politics of Feminism.* Bloomington. Indiana University Press.

Newton, Esther. (2000). *Margret Mead Made Me Gay: Personal Essays, Public Ideas.* London. Duke University Press.

Oakley, Ann. (1972). *Sex, Gender and Society.* London. Temple Smith.

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.

B.A (H) Sociology
Core Course 08
ECONOMIC SOCIOLOGY

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

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colarado, West View Press. pp. 27-50

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

1.2. New Economic Sociology (Weeks 3-6)

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Swedberg,R., Major Traditions of Economic Sociology‖, in *Annual Sociological Review*, Vol.17, 1991, pp 251-276.

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

2.1. Reciprocity and Gift

Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Carrier, James G. Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

2.2. Exchange and Money

Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa. Evanston*, Illinois, North western University. pp. 1-26.

Zelizer, Viviana A. 1989. The Social Meaning of Money: ̠Special Monies' in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

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

3.1. Hunting and Gathering

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

3.2 Domestic Mode of Production

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

3.3 Peasant

George Dalton, H. Russell Bernhard, Beverly Chiṽas, Beverly Chiňas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

3.4 Capitalism

Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

3.5 Socialism

Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

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

4.1 Development

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

4.2 Globalisation

Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

References:

Compulsory Readings:

Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

George Dalton, H. Russell Bernhard, Beverly Chiṽas, Beverly Chiňas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness‖, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colarado, West View Press. pp. 27-50

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

Swedberg,R., Major *Traditions of Economic Sociology*, in Annual Sociological Review, Vol.17, 1991, pp 251-276.

Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

Zelizer, Viviana A. 1989. The Social Meaning of Money: Special Monies'in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

Additional Resources:

Books and Articles:

Smelser, Neil. J. and Richard Swedberg. 1994. The Sociological Perspective on the Economy in N.J. Smelser and Richard Swedberg (eds).1994.*The Handbook of Economic Sociology*

Velthius, Olav. The Changing Relationship between Economic Sociology and Institutional Economics: From Parsons to Mark Granovetter' 1999. *American Journal of Economics and Sociology*, Vol. 58, No.4. pp. 629-649

Zelizer, Viviana A. Human Values and the Market: The Case of Life Insurance and Death in 19th Century America'.1978. *American Journal of Sociology* Vol.84, No.3. pp. 591-610

Zelizer, Viviana A. Payments and Social Ties'.1996. *Sociological Forum*, Vol.11, No. 3. Special Issue: Lumping and Splitting. pp. 481-495.

Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock. Ch. 4. pp 149-183 Hilton, Rodney.1973. Bond Men Made Free. London. Methern. Ch.1. pp. 25-40

Appadurai, A. 1986.The *Social Life of Things: Commodities in Cultural Perspective*. Cambridge, Cambridge University Press. pp. 3-63

Nancy,A. Bodies, Borders,and *Sex Tourism in a Globalized World: A Tale of Two Cities* Amsterdam and Havana.' 2001. Social Problems, Vol. 48. No. 4. pp. 545-571

Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

Hirst, Paul & G Thompson 1999. *Globalization in Question*. 2nd Edition. Polity Press. Cambridge, Oxford.

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011.Chapter 5. ―After the Formalist-Substantivist Debate‖, pp. 72 – 99; Chapter 2. Economy from the Ancient World to the Age of Internet. ‖ Pp. 18 – 36

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

<div align="center">*</div>

Course Content:

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

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP.1-39

Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78

Fortes, M., 1970, *Time and Social Structure and Other Essays,* University of London: The Athlone Press, Chapter 3, Pp. 67-95

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship,* London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds*.) Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', The Indian Economy and Social History Review, vol. 1(3), pp 1-36

* Vatuk Sylvia**,** *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage. (Pp. 107-137).

 *Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups,* Cambridge: Cambridge University Press, Pp. 15-52

[Readings marked * are repeated in Unit 2]

Unit 2. Family, Household and Marriage (Weeks 6-10)

Vatuk, Sylvia**,** Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113

Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland,* 89: 23-34

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

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

3.2 Kinship and Gender

 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

3.3 Re-imagining Families

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

3.4 New Reproductive Technologies

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

3.5 Surrogacy

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

References:

Compulsory Readings:

* Vatuk Sylvia**,** Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household.* New Delhi: Sage. (Pp. 107-137).

 *Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78

Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

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

Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP. 1-39

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361). Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', The Indian Economy and Social History Review, vol. 1(3), pp 1-36

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

Vatuk, Sylvia**,** Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Weston, Kath, 1991*, Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

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.

BA (H) Sociology

Core Course 10

Social Stratification

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 s 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)

Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

Unit 2. Theories of Stratification (5 Weeks)

2.1. Marx, Weber and Class

McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2.Chapter 6. Class, pp. 182-194

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.2. Functionalism

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953),pp. 394-397

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808

Unit 3. Identities and Inequalities(5 Weeks)

3.1. Caste, Race and Ethnicity

Bailey F G 'Closed Socia Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69

Pitt-Rivers,Julian 'Race Colour and Class in Central america and the andes' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification

Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'.*American Journal of Sociology* 78.4, 1973. Pp. 936-944

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)

Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258

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*

of Sociology 78.4, 1973. Pp. 936-944

Bailey F G 'Closed Socia Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258

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

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953),pp. 394-397

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

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

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2.Chapter 6. Class, pp. 182-194

Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4 , pp. 14-24 and 57-69

Pitt-Rivers,Julian 'Race Colour and Class in Central america and the andes' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'**.** *American Sociological Review* 28.5 (1963), pp. 805-808

Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality,

Pp. 33-56

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

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 materal 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

3.2.2Paragraphs 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

Bailey, S. (2005). *Academic Writing*. London: Routledge

Becker, Howard Saul and Pamela Richards. *Writing For Social Scientists*. Chicago: University of Chicago Press, 2007

Creme, P. and Lea, M. (2006). *Writing at University*. Berkshire: Open University Press

Dillard, A. (1995). *The writing life*. New York, NY: HarperPerennial

Fairbairn, G. and Fairbairn, S. (2010). *Reading at University*. Buckingham: Open University Press.

Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company

Johnson, William A. Et. Al. *The Sociology Student Writer's Manual.* New Jersey: Prentice Hall, 2000.

Thomson, A. Et. Al. *Critical Reasoning*. London: Routledge. 2001

Additional Resources:

Axelrod Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. New York: St. Martin's Press. 1991.

Shrodes, Caroline. Et. Al (Eds.) *The Conscious Reader*. New York: Macmillan, 1988.

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 percieved 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

Heider, Karl G. 'A History of Ethnographic Film.' In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.

Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

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

Heider, Karl G. 'The Attributes of Ethnographic Film'. In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 50-109.

Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* 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]

El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.

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]

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly,* April 1984. Pp. 15-17

MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991

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.

Barbash, Ilisa, et al. 'Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall." American Anthropologist, vol. 98, no. 2, 1996, pp. 371–387.

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 M a k e r) ; 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:

Barbash, Ilisa, et al. 'Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall." American Anthropologist, vol. 98, no. 2, 1996, pp. 371–387.

El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly,* April 1984. Pp. 15-17

Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

Heider, Karl G. 'A History of Ethnographic Film.' In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.

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MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991

Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

Additional Resources:

Books & Articles :

Barnouw, Erik, (1993). *Documentary: A History of the Non-Fiction Film*, Oxford University Press.

Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187

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;

Diyas, Judith MacDougall, 56 mins, 1997/2000.

Etre et Avoit 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