

दिल्लीविश्वविद्यालय  
UNIVERSITY OF DELHI

**Bachelor of Science (Hons) Anthropology**

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate Women's  
Education Board and School of Open Learning**

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## **Preamble**

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability. Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.Sc. (Hons) Anthropology offers holistic learning of approaches, methods and techniques of understanding human culture, lifestyles, biology and their interactions for studying ethnic groups and providing cultural solutions to their problems .

The University of Delhi hopes the LOCF approach of the programme B.Sc. (Hons) Anthropology will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

## **Introduction**

The learning outcomes-based curriculum framework for a B.Sc. degree in Anthropology aims for a comprehensive and an integrated framework for understanding of human beings and humanities and its adaptabilities across time and space dimensions. It deals with all kinds of communities including tribal, rural as well as urban societies. The curriculum is a broad framework which exposes the students to this diversity and to help them understand the challenges, best practices as well as biological and cultural adaptive features of communities that have evolved in the process of adaptations and acclimatization.

Anthropology as a discipline is oriented towards a holistic and relativistic understanding of humanity from both biology and cultural perspectives on one hand and from distant past to the present and also future possibilities. As a discipline, it is divided into three sub-branches viz., biological anthropology, social/cultural anthropology and pre-historical archaeology, which aims to study the three facets of human beings i.e. biological, cultural and pre-historical. Thus it brings together perceptives drawn from natural sciences, social sciences and the humanities. As Eric Wolf puts it, “anthropology is the most scientific of humanities and the most humane of the sciences.

A Bachelors of Science (Honors) Program in anthropology covers all the three branches of anthropology as mentioned above as well as study of courses which draws in perspectives from other allied subjects. The courses in economic environmental, molecular, medical, genetics and development anthropologies draws in the perspectives of these disciplines to the understanding of anthropological issues and problems. The curriculum is designed to expose the students to deal with real life empirical problems through case studies as well as first hand understanding through fieldwork.

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## **Graduate Attributes in Subject**

Some of the characteristic attributes of a graduate in anthropology may include the following  
Disciplinary knowledge and skills: ability to understand key concepts used in the study of a society, culture and various biological aspects of human beings ; understanding of various theories of society, culture, evolution, genetics and prehistoric archaeology. The students will also have some understandings of other related areas of interdisciplinary studies like social and life sciences, environmental studies and humanities;

Communication Skills: Ability to communicate and express their ideas clearly and cogently both verbally as well in writing;

Critical thinking: Ability to think critically and understand the pros as well as criticisms relating to the key ideas and theoretical debates in anthropology. To be able to argue logically and support ones view point citing relevant data.

Problem solving: Capacity to apply the knowledge one has learned to solve problems of real life situations

Analytical reasoning: The skill to sift through mass of data and to identify what is relevant data relating to the problem under study; ability to judge others arguments and point out the

logical flaws and contradictions if any.

**Research-related skills:** Ability to formulate a problem, and undertake a systematic and scientific enquiry about it, which include the skill to generate hypotheses, prepare relevant questionnaire and schedules and apply them; ability to interpret the data, find out the relevant cause and effect relationship and based on finding draw the logical conclusions from the data  
**Cooperation/Team work:** Ability to work in a team and show the ability to cooperate with others, divide the work and work cohesively as a unit .

**Cultural Relativism:** Ability to appreciate the cultural backgrounds of others and appreciate the differences and put at back ones ethno-centricism and biases.

**Scientific Temperament:** The candidate must develop a scientific temperament and be sufficiently interested and inquisitive in things happening around them. They should have the ability to observe systematically, raise questions and search for answers

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### **Learning Outcome based approach to Curriculum Planning**

#### **Aims of Bachelor's degree programme in (CBCS) B.SC.(HONS.) ANTHROPOLOGY**

The overall aims of bachelor's degree programme in anthropology are

To help generate in students interests in the discipline of anthropology and appreciate the rich legacy and application of the subject;

To instill in them the values of cultural relativism and develop understanding of key theories and concepts relating to the study human ecology, genetics, society, cultures, primatology, tribes, human growth, genetics and other branches of anthropology; and help them in acquiring the skill sets necessary to tackle the problems related to these topics;

To equip them with the ability whereby they would be able to actualize the theoretical knowledge to the problems of everyday life and help device solutions.

To impart them with quantitative and qualitative methods of inquiry and the skill for triangulations using these methods.

To impart them with the requisite skills and knowledge whereby they may feel interested to take up further studies in anthropology or help them explore other multidisciplinary subjects like sociology, public health, development studies, genetics social work etc.

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### **Qualification Description**

After the completion of three years honors program in Anthropology the student is expected to Demonstrate

- (i) a systematic understanding of anthropology as a field of study, its different sub

disciplines, their scopes and their application. They should be able to utilize the knowledge and skills to work in anthropology as well as other disciplines who require the knowledge of culture, community and social dynamics.

- (ii) to have the proficiency, knowledge and the skills to join as trained anthropologist in fields like community health, social development, researcher, qualitative and social innovation specialist in government and other public services in non-government sectors;
- (iii) to use the knowledge and skills learnt in the program for rural, urban and tribal development, and identify key issues relating ecological, health, development, social and cultural capitals and suggests measure how to use the knowledge for public action.
- (iv) should be able to provide solutions for the social problems and issues like land alienation, indebtedness and agrarian crises; Communicate the finding of the studies clearly and using the concepts, constructs and techniques of anthropology;
- (v) should be able to undertake further studies in linked areas and disciplines which are core disciplines of the focus of anthropological problem under study,
- (vi) should be able to learn new techniques and theories and grasp the current development happening in the field of anthropology and other core sub-disciplinary areas of anthropology:
- (vii) apply the knowledge of anthropology in diverse contexts, rather than rote learning the concepts and the theories as prescribed in the syllabus. The student should be able to demonstrate the skills of applied and action anthropology:
- (viii) should demonstrate the ability to apply the anthropology related skills for jobs and employment opportunities in different social and biological areas of applications linked to anthropology.

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### **Programme Learning Outcome in course**

The graduate pass out should have the knowledge of theories and skills of cultural, biological and archaeological anthropology and able to apply them in analyzing, understanding and solving various social and cultural problems.

Should acquire the knowledge and skills that prepare them for further studies in anthropology.

Be able to clearly identify the cultural, social and biological factors which influence public policy and issues related to human biology, health, society, life, culture and wellbeing.

Identify and typologically classify the prehistoric lithic tools;

Carry out data collection relating to social, cultural and biological issues in a community setup

Handle the challenges relating to studies in tribal and rural areas; Carry out an anthropological field work independently and write an ethnographic report based upon it.

### Credit Distribution

		<b>Total Theory</b>	<b>Credits</b>	<b>Total credits (Theory)</b>	<b>Total Practicals</b>	<b>Credits</b>	<b>Total credits (Practicals)</b>	<b>Total Credits (T + P)</b>
A.	<b>Core</b>	14	4	<b>56</b>	14	2	<b>28</b>	<b>84</b>
B.	<b>Discipline Specific Electives</b>	8	4	<b>32</b>	8	2	<b>16</b>	<b>48</b>
C.	<b>Ability Enhancement Compulsory</b>	2	4	<b>8</b>	-	-	-	<b>8</b>
D.	<b>Ability Enhancement Elective</b>	2	4	<b>8</b>	-	-	-	<b>8</b>
					<b>TOTAL</b>			<b>148</b>

## Semester-wise Distribution of Courses

Semester-I	Semester-II
Introduction to Biological Anthropology(32151101) -- CC	Archaeological Anthropology(32151201) -- CC
Introduction to Socio-cultural Anthropology(32151102) -- CC	Fundamentals of Human Origin & Evolution(32151202) -- CC
Semester-III	Semester-IV
Human Ecology: Biological & Cultural Dimensions(32151303) -- CC	Human Growth and Development(32151403) -- CC
Biological Diversity in Human Populations(32151305) -- CC	Research Methods(32151405) -- CC
Tribes and Peasants in India(32151301) -- CC	Theories of Culture and Society(32151401) -- CC
Fashion Anthropology(32155911) -- DSE	Demographic Anthropology(32155912) -- DSE
Paleoanthropology(32155906) -- DSE	Neuro Anthropology(32155904) -- DSE
	Linguistic Anthropology(32155915) -- DSE
Semester-V	Semester-VI
Urban Anthropology(32155913) -- DSE	Human Population Genetics(32151501) -- CC
Human Genetics(32155903) -- DSE	Anthropology of India(32151603) -- CC
Anthropology in Practice(32151503) -- CC	Anthropology of Religion, Politics and Economy(32155907) -- DSE
Anthropology of Health(32155914) -- DSE	Dissertation(32155916) -- DSE
Visual Anthropology(32155910) -- DSE	Sports and Nutritional Anthropology(32155902) -- DSE
Forensic Anthropology(32151601) -- CC	Anthropology of Kinship, Family and Marriage(32155917) -- DSE
Forensic Dermatoglyphics(32155905) -- DSE	Physiological Anthropology(32155901) -- DSE
Tribal Cultures of India (32155908)	Indian Archaeology(32155909) -- DSE
Public Health and Epidemiology(32153901) -- AECCE	Business and Corporate Anthropology(32153903) -- AECCE
Tourism Anthropology(32153907) -- AECCE	Media Anthropology(32153905) -- AECCE

## **Introduction**

Content: Introduction

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Anthropology as a discipline is oriented towards a holistic and relativistic understanding of humanity from both biology and cultural perspectives on one hand and from distant past to the present and also future possibilities. As a discipline, it is divided into three sub-branches viz., biological anthropology, social/cultural anthropology and pre-historical archaeology, which aims to study the three facets of human beings i.e. biological, cultural and pre-historical. Thus it brings together perceptive drawn from natural sciences, social sciences and the humanities. As Eric Wolf puts it, “anthropology is the most scientific of humanities and the most humane of the sciences.

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## **Graduate Attributes in Subject**

### **>> Analytical reasoning**

Content: Characteristic attributes of a graduate in anthropology

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Scientific Temperament: The candidate must develop a scientific temperament and be sufficiently interested and inquisitive in things happening around them ,

They should have the ability to observe systematically, raise questions and search for answers

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## **Learning Outcome based approach to Curriculum Planning**

**>> Aims of Bachelor's degree programme in (CBCS) B.SC.(HONS.)**

### **ANTHROPOLOGY**

Content: Learning Outcome Base Approach to Curriculum Planning:

The overall aims of bachelor's degree programme in anthropology are to:

Help generate in students interests in the discipline of anthropology and appreciate the rich legacy and application of the subject; Instill in them the values of cultural relativism and develop understanding of key theories and concepts relating to the study human ecology, genetics, society, cultures, primatology, tribes, human growth, genetics and other branches of anthropology; and help them in acquiring the skill sets necessary to tackle the problems related to these topics

;to equip them with the ability whereby they would be able to actualize the theoretical knowledge to the problems of everyday life and help device solutions.

;to impart them with quantitative and qualitative methods of inquiry and the skill for triangulations using these methods;.

To impart them with the requisite skills and knowledge whereby they may feel interested to take up further studies in anthropology or help them explore other multidisciplinary subjects like sociology, public health, development studies, genetics social work etc.

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## **Qualification Description**

Content: Qualification descriptors

After the completion of three years honors program in Anthropology the student is expected to

Demonstrate (i) a systematic understanding of anthropology as a field of study, its different sub disciplines, their scopes and their application. They should be able to utilize the knowledge and skills to work in anthropology as well as other disciplines who require the knowledge of culture, community and social dynamics.

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development, and identify key issues relating ecological, health, development, social and cultural capitals and suggests measure how to use the knowledge for public action.

iv) should be able to provide solutions for the social problems and issues like land alienation, indebtedness and agrarian crises; Communicate the finding of the studies clearly and using the concepts, constructs and techniques of anthropology;

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vi) be able to learn new techniques and theories and grasp the current development happening in the field of anthropology and other core sub-disciplinary areas of anthropology:

vii) apply the knowledge of anthropology in diverse contexts, rather than rote leaning the concepts and the theories as prescribed in the syllabus. The student should be able to demonstrate the skills of applied and action anthropology:

viii) should demonstrate the ability to apply the anthropology related skills for jobs and employment opportunities in different social and biological areas of applications linked to anthropology.

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### **Programme Learning Outcome in course**

Content: Programme Learning outcomes

The graduate pass out should have the knowledge of theories and skills of cultural, biological and archaeological anthropology and able to apply them in analyzing, understanding and solving various social and cultural problems.

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Identify and typo-technogically classify the prehistoric lithic tools;

Carry out data collection relating to social, cultural and biological issues in a community setup

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Carry out an anthropological field work independently and write an ethnographic report based upon it.

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## Introduction to Biological Anthropology (32151101)

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### Course Objective

1. To acquaint the students with the fundamental concepts of biological anthropology
2. To give the student a foundational understanding in evolution of mankind and human variation.

### Course Learning Outcomes

Students will comprehensively learn the scope and focal theme of biological anthropology along with its implications. They will also learn the emergence of mankind in the context of human evolution and variation. Further they will also learn how evolutionary implications help in bio-cultural adaptation in the context of changing environment.

### Unit 1

#### Biological anthropology

1. History and development of biological anthropology
2. Basic concepts of human evolution and variation
3. Scope and relationship of biological anthropology with other disciplines.

### Unit 2

#### Evolutionary theories

1. Lamarckism and Neo-Lamarckism
2. Darwinism and Synthetic theory of evolution
3. Traditional and modern methods of studying human evolution and variation.

### Unit 3

#### Non-human primates

1. Classification and characteristics of living primates
2. Comparative anatomy and behaviour of human and non-human primates
3. Significance of non-human primate study in biological anthropology.

## Unit 4

### Concept of race

1. UNESCO statement on race
2. Genetic basis of race
3. Racial classification of Indian populations: Risley, Guha and Sarkar.

## Practical

### Somatometry

1. Stature; Sitting height; Body weight
2. Maximum head length; Maximum head breadth; Minimum frontal breadth; Maximum bizygomatic breadth; Bigonial breadth; Head circumference
3. Physiognomic facial height; Morphological facial height; Physiognomic upper facial; Morphological upper facial height
4. Nasal height; Nasal length; Nasal breadth

### Somatoscopy

1. Head form; Facial form; Nose form; Eye form; Hair form
2. Skin colour; Hair colour; Eye colour.

## References

1. Ember, C. R., Ember, M. Peregrine, P.N. (2015). Anthropology (Twelfth Edition). Pearson Education Inc. Boston, USA [Unit-1: chapter-1 and 2; Unit-2: Chapter-3 and 4; Unit-3: chapter-5 and 6]
2. Jurmain R., Kilgore L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology. Wadsworth Publications, USA. [Unit-1: Page-3-23; Unit-2: Page-25-113; Unit-3: Page-143-225]
3. Trudy R. Turner (2005). Biological Anthropology and Ethics: From Repatriation to Genetic Identity. State University of New York Press [Unit-3: Page-27-64]
4. Eugenia Shanklin (1993). Anthropology and Race: The Explanation of Differences. Cengage Learning; 1 edition. [Unit-5]

## Additional Resources:

1. Campbell, G. (2016). *The Ethnology of India*. Wentworth Press.
2. Statement on Race: *Annotated Elaboration and Exposition of the Four Statements on Race* (1972). Issued by UNESCO. Oxford University Press.

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### Teaching Learning Process

1. Classroom teachings
2. Seminars and presentations
3. Practical classes

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### Assessment Methods

1. Assessment of assignments and practical records
2. Theory and practical examinations.

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### Keywords

Human evolution, human variation, primates, race.

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## Introduction to Socio-cultural Anthropology (32151102)

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### Course Objective

1. The course introduces ideas about “Culture” and “Society in order to understand their meaning and what role they play in shaping human lives;
2. Explores some basic concepts, methods and modes of analysis characteristic of socio-cultural anthropology
3. Raises awareness of ethnocentrism and cultural relativism;
4. Understand nature and meaning and evolution of social, religious, political and economic institutions.

### Course Learning Outcomes

The students will be able to:

1. Critically interrogate who we are and what we do.
2. Understand and describe basic concepts and methods of socio-cultural anthropology, along with its past and future.
3. Appreciate ethnographic fieldwork.
4. Understand how social and cultural differences operate in the world.
5. Analyse how an anthropological understanding of such differences helps us to understand and help solve contemporary global problems.

### Unit 1

- Anthropological perspective and orientation;
- Scope and relevance of Socio-cultural anthropology;
- Relationship of Socio-cultural anthropology with other disciplines;

### Unit 2

- Concept of Society - Status and Role, Groups and Institution, Community and Association.
- Culture trait, complex area, Diffusion and acculturation.

### Unit 3

Basis of Social Institutions - Family, Marriage and Kinship, Economic and Political Organization, Religion, Magic and Science, Art and Aesthetics.

### Unit 4

Applications and new areas in socio-cultural anthropology: Medical Anthropology, Ecological Anthropology, Visual Anthropology, Business Anthropology, Communication Anthropology, Urban Anthropology, Development Anthropology.

## Practical

Methods and Techniques of Social Anthropology: The practical will include the following techniques and methods in collection of data in Social Anthropology. 1. Genealogy 2. Observation 3. Interview 4. Questionnaire and Schedule 5. Case study 6. Life history 7. Free listing 7. Pile sorting

## References

### Unit I

- Beattie J. (1964). *Other Cultures*. London: Cohen & West Limited. (Page: 16-33)
- Eriksen, T. H. (2015). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (Fourth Edition)*. London: Pluto Press. (Page: 1-51).
- Ferraro G. and Andreatta S. (2008). In *Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth. (Page:11-25)

### Unit 2

- Davis, K. (1973). *Human society*. New York: Macmillan. (Page: 289-391).
- Eriksen, T. H. (2015). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (Fourth Edition)*. London: Pluto Press. (Page:52-73).
- Haviland, W. A., Prins, H. E. L., McBride, B., & Walrath, D. (2014). *Cultural anthropology: The Human Challenge (Fourteenth Edition)*. Boston, Mass: Cengage Learning (Page: 24-43, 348-371).
- Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*. London: Routledge. (Page: 333-343, 92-102).

### Unit 3

- Durkheim, E. (2013). *The Rules of Sociological Method and Selected Texts on Sociology and its Method Edited by Steven Lukes ( Second Edition)*. Houndmills: Palgrave Macmillan. (Page: 20-49, 78-100).
- Gluckman, M. (1956). *Custom and Conflict in Africa*. Oxford: Basil Blackwell. (Page: 1-26, 27-53).
- Marx, K. and F. Engels. (2008). *The Communist Manifesto (with an introduction by David Harvey)*. London: Pluto. (Page: 31-82)
- Parkin, F. (2002 [1982]). *Max Weber (Revised edition)*. London: Routledge. (Page: 40-70).
- Parsons, T. (1968). *The Structure of Social Action*. New York: Free Press. (Page: 640-658).

### Unit 4

- Eriksen, T. H. (2015). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (Fourth Edition)*. London: Pluto Press. (Page: 117-154, 176-263, 264-285).

- Haviland, W. A., Prins, H. E. L., McBride, B., & Walrath, D. (2014). *Cultural anthropology: The Human Challenge (Fourteenth Edition)*. Boston, Mass: Cengage Learning (Page: 326-347).

## Unit 5

- Kedia, Satish & John Van Willigen (eds.). (2005). *Applied anthropology: Domains of application*. Westport, Conn: Praeger. (Page: 1: 33).
- Pink, S. (ed.). (2006). *Applications of anthropology: Professional anthropology in the twenty-first century*. New York: Berghahn. (Page: 3-26).

## Practical

- Eriksen, T. H. (2015). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (Fourth Edition)*. London: Pluto Press. (Page: 32-51).
- Haviland, W. A., Prins, H. E. L., McBride, B., & Walrath, D. (2014). *Cultural anthropology: The Human Challenge (Fourteenth Edition)*. Boston, Mass: Cengage Learning. (Page: 44-71)
- Royal anthropological institute of Great Britain and Ireland. (1951). *Notes and queries on anthropology*. London: Routledge and Kegan Paul. (Page: 27-62).

## Additional Resources:

- Beattie J. (1964). *Other Cultures*. London: Cohen & West Limited
- Rapport N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*. London: Routledge.

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## Teaching Learning Process

This course will be taught as a combination of lectures, discussions, class activities and fieldwork. This will be a writing intensive course. A significant amount of written work will be required in terms of assignments. Substantial course time will be dedicated to ensuring that students are able to produce high quality written work at a comfortable pace. Students will be expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic. Students shall be encouraged to bring their prior learning experiences into class discussions.

## Assessment Methods

As per university rules

## Keywords

Society, Culture, Family, Kinship, Marriage, Economic Institutions, Political Institutions, Religion, Arts, Language, Fieldwork, Ethnography

## **Archaeological Anthropology (32151201)**

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### Course Objective

1. To understand the basic tenets of archaeological anthropology
2. To learn the geochronology of human prehistoric societies and appreciate the utility of palaeolithic evidence in understanding them
3. To learn the techniques of artifact analysis and their application in studying the past societies.

### Course Learning Outcomes

1. Student should understand the landscape of prehistoric sites archaeological sites and their relevance in studying prehistoric Indian societies
2. Student should be able to identify the tools/artifacts, appreciate the tool typology and classify it appropriately

### Unit 1

#### Introduction

- Definition and scope of archaeological anthropology
- Relation with other disciplines
- Methods of studying archaeological anthropology

### Unit 2

- Methods of Estimation of Time and Reconstruction of the Past
- Absolute dating methods
- Relative dating methods
- Methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

### Unit 3

- Geochronology of Pleistocene Epoch
- Glacial and Interglacial
- Pluviation and Inter Pluviation
- Different types of geoclimatic events

### Unit 4

#### Understanding Culture

- Technique of tool manufacture and estimation of their relative efficiency
- Classification of tools: primary and combination fabrication techniques
- Typology and cultural nomenclature

## Unit 5

### Earliest Evidence of Culture in the World

- Konso, Olorgesailie, Olduvai Gorge
- Pirro Nord, Dmanisi
- Attirampakkam, Isampur

### Practical

#### Typo-technological Analysis of Prehistoric Tools: Identification, Interpretation and Drawings of the tool Types

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types
4. Microlithic Tool Type
5. Neolithic Tool Type

Archaeological fieldwork of duration one week for data collection.

### References

1. Renfrew Colin and Bahn Paul, *Archaeology: Theories, Methods and Practice*. New York:Thames & Hudson, 6<sup>th</sup> Edition, 2012.
2. Fagan [Brian M. and Nadia Durrani](#), *In the Beginning: An Introduction to Archaeology*, London: Routledge, 14th Edition 2014.
3. Champion Timothy, Clive Gamble, Stephen Shenan & Alasdair Whittle, *Prehistoric Europe*, London: Routledge, 2009.

### Additional Resources:

1. Allchin, Bridget and Allchin, Raymond F. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 2003.
2. [Chakrabarti](#), Dilip K. *India - An Archaeological History: Paleolithic Beginnings to Early History*. Oxford: Oxford University Press, 2009.
3. Phillipson D. W. *African Archaeology*. Cambridge: Cambridge University Press, 2005.
4. Odell, G.H. *Stone Tools: Theoretical Insights into Human Prehistory*, New York: Plenum press, 1996.
5. Whittaker, J.C. *Flintknapping: Making and Understanding Stone Tools*. Austin: University of Texas Press, 2009.
6. Odell, George H. *Lithic Analysis*. New York: Springer, 2003.
7. Moloney and Shott, M.J. *Lithic Analysis at the Millennium*, New York: Routledge, 2016.

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## Assessment Methods

1. Internal assignment and periodic unit test
2. Power point presentation
3. Group discussion
4. Debate

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## Fundamentals of Human Origin & Evolution (32151202)

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### Course Objective

1. The course will enhance students understanding of human variation in light of human origin.
2. The course will help students to develop concepts pertaining to the relation of modern humans with living and non-living primates.

### Course Learning Outcomes

Students will learn on evolutionary relationships of different extinct/hominids in the context of emergence of modern human beings. Students will also learn the gradual biological and behavioural processes of becoming human.

### Unit 1

Primate origins and radiation: phylogenetic relationships of living primates with special reference to Miocene hominoids

### Unit 2

Australopithecines: distribution, features and their phylogenetic relationships.

### Unit 3

Appearance of genus Homo: Homo habilis.

Homo erectus from Asia, Europe and Africa: Distribution, features and their phylogenetic status.

### Unit 4

The origin of Homo sapiens: Fossil evidences of Neanderthals.

### Unit 5

Origin of modern humans (Homo sapiens sapiens): Archaic and Modern humans, Distribution and features

### Unit 6

Hominisation process: Bio-cultural Evolution

## Practical

### 1. Craniometry:

- a) Maximum Cranial Length
- b) Maximum Cranial Breadth
- c) Maximum Bizygomatic Breadth
- d) Maximum Frontal Breadth
- e) Minimum (Least) Frontal Breadth
- f) Nasal Height
- g) Nasal Breadth
- h) Bi-Mastoid Breadth
- i) Greatest Occipital Breadth
- j) Upper Facial Height
- k) Cranial Index
- l) Nasal Index

### 2. Osteometry : Measurements of Human long bones(6)

3. Identification of casts of fossils of family hominidae: Drawing and comparison of cranial characteristics.

## References

1. Craig Stanford et al. (2013). Biological Anthropology. Pearson, New York. [Unit-1: Page-261-300; Unit-2: Page-324-335; Unit-3: Page-342-375; Unit-4: Page-382-412; Unit-5 and 6: Page-418-441]
2. Buettner-Janusch, J. (1966). Origins of Man: Physical Anthropology. John Wiley & Sons, Inc., New York, London, Sydney.
3. Nystrom P. and Ashmore P. (2011). The Life of Primates. PHI Learning Private Limited, New Delhi.
4. Seth P. K. and Seth S. (1986). The Primates. Northern Book Centre, New Delhi, Allahabad.

### Additional Resources:

1. Singh I. P. and Bhasin M.K. (1989). Anthropometry: A Laboratory Manual on Biological Anthropology. Kamla-Raj Enterprises, Chawri Bazar, Delhi.
2. Stanford C.; Allen J.S. and Anton S.C. (2012). Biological Anthropology: The Natural History of Mankind. PHI Learning Private Limited, New Delhi.
3. Swindler D. R. (2009). Introduction to the Primates. Overseas Press India Pvt. Ltd., New

Delhi.

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### Teaching Learning Process

1. Class Room Presentations using digital methods
2. Practical classes
3. Seminars and presentation by students

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### Assessment Methods

1. Class tests
2. Assessment of Practical Files

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### Keywords

Human origin, Primates, Australopithecine, Homo erectus and evolution

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## Human Ecology: Biological & Cultural Dimensions (32151303)

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### Course Objective

1. The students will be introduced to human ecology through bio-cultural perspectives where impetus will be laid on building an attitude of awareness, empathy and understanding of existing environmental problems at various subsistence levels.
2. The course focuses on matters of environmentalism that need attention on urgent basis.
3. The students shall be encouraged to come up with innovative strategies to reduce the environmental menace created by humankind in the name of development and aim towards a sustainable future.

### Course Learning Outcomes

1. The students will be trained to identify bio-cultural adaptation strategies that can bring to light the resilience measures communities turn to in times of environmental stress and disaster.
2. The students can be better equipped to understand the impact of urbanisation and industrialisation that impact everyday life of people and can critically reflect on adoption of a healthy and environment friendly lifestyle.
3. The students once familiarised with problems of environmental degradation, agricultural land biodiversity loss, climate change etc. can step forward and offer innovative solutions to promote environmental ethics.

### Unit 1

Unit 1: Concepts in Ecology: Definition, ecosensitivity, adaptation, acclimation, acclimatization, biotic and abiotic component

### Unit 2

#### **Biological dimensions**

Unit II: Methods of studying human ecology

### Unit 3

#### **Biological dimensions**

Unit III: Adaptation to various ecological stresses; Ecological rules and their applicability to human populations.

## Unit 4

### **Biological dimensions**

Unit IV: Impact of urbanization and industrialization on Humans.

## Unit 5

### **Cultural dimensions**

Unit V: Culture as a tool of adaptation; Various modes of human adaptation at various subsistence levels:

- i. Hunting and food gathering
- ii. Pastoralism
- iii. Shifting cultivation
- iv. Agriculture
- v. Industrial.

## Unit 6

Cultural dimensions

Unit VI: Theories and approaches. to understand human environment relationship-cultural ecology, cultural materialism, ecosystems approach, ecofeminism, and political ecology.

## Practical

### **Biological dimensions**

*Size and Shape Measurements:* 1. Stature 2. Sitting Height 3. Body Weight 4. Total Upper Extremity Length 5. Total Lower Extremity Length 6. Nasal Breadth 7. Nasal Height.

*Size and Shape Indices:* 1. Body Mass Index 2. Relative Sitting Height 3. Relative Upper Extremity Length 4. Relative Total Lower Extremity Length 5. Nasal Index.

### **Cultural Dimensions**

Make a research design pertaining to any environmental problem and do a project based on it. The students will jointly take up an environmental issue and do a field study by applying ecosystem approach.

## References

### Essential readings

#### UNIT 1

H. Schutkowski. Human Ecology: Biocultural adaptations in Human communities, Springer, Germany, 2006 [Chapter 1- , pages 5-35]

#### UNIT 2

Book: Wilk. Richard and Haenn Nora.(2006).. The environment in Anthropology. New York University press.NY. [Chapter 1: pages 5-9]

#### UNIT 3

Book: Ember and Ember, Anthropology, pearson publication, 2014,Hudson avenue,New jersey. [Chapter: pages 67-70]

#### UNIT 4

Wilk. Richard and Haenn Nora(2006).. The environment in Anthropology. New York University press. NY. [Chapter 14: 145-162; Chapter 28- pages 302; Chapter 37- pages 407-417]

#### UNIT 5

Sutton Q, Mark and Anderson E.N 2010.Introduction to cultural ecology. altamira press, UK. [Chapter 5- pages 133-176; Chapter 6- 177-206; Chapter 7- pages 267-224; Chapter 8- pages 225-266; Chapter 9- 267-293]

#### UNIT 6

Wilk. Richard and Haenn Nora.(2006)..The environment in Anthropology. New York University press. NY. [Chapter 1- pages 5-9; Chapter 3- pages 15-26; Chapter 17- pages 183-190; Chapter 27- pages 284-301]

### Additional Resources:

1. Schutkowski, H. Berlin.( 2006) Human ecology: biocultural adaptation in human communities. Springer Verlag
2. Descola, Philippe, and Gisli Palsson( 1996) Nature and society: anthropological perspectives. London: Routledge.
3. Guha, Ramachandra.(1990) The unquiet woods: ecological change and peasant resistance in the Himalaya. Berkeley: University of California Press.
4. Shiva, Vandana. (2009). Staying alive. [S.I.]: Zed Books Ltd.

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### Teaching Learning Process

1. Field based exercises to observe the nature and scale of environmental problems in urban life.
2. Visual documentary on climate change and sustainability issues.
3. Team project on issues of environmental health.
4. Measurements of parameters of bio- genetic variability.

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### Assessment Methods

1. Written assignment
2. Oral presentation
3. Team project work

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### Keywords

environment, ecology, culture, adaptation, resilience, industrialisation, climate change, sustainable development.

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## Biological Diversity in Human Populations (32151305)

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### Course Objective

1. To learn how biological variations are distributed in human populations
2. To assess the utility of clustering of human populations with the help of biological traits
3. To understand the role of cultural and biological factors in human adaptation

### Course Learning Outcomes

1. Student will have clear understanding of types of biological variation and their role in studying human populations
2. Should able to critically assess various scientific attempts of clustering of human populations
3. Should able to associate the inter-relationship between cultural and biological diversity of human populations
4. Student should appreciate the role of demographic and genetic factors in understanding human adaptations

### Unit 1

Concept of Biological Variability; Concept of Race; UNESCO Statement on RACE; Mendelian Population; Types of Genetic Variation (Serological, Biochemical and DNA Markers)

### Unit 2

Concept of ethnicity; A critical appraisal of contribution of Risley; Guha towards understanding ethnic elements in the Indian populations. Linguistic classification of Indian population.

### Unit 3

Bio-cultural factors influencing the human traits and diseases. Evolution of Human diet, biological perspectives of ageing process among different populations. Human Adaptation and mechanisms.

### Unit 4

Demographic Anthropology; Sources of Demographic Data, Demographic Processes, Demographic profile of Indian populations; Biological consequences of inbreeding, frequency of inbreeding in world populations.

## Unit 5

Human Genome Diversity Project; Genetic adaptation: lactose intolerance

### Practical

1. Craniometric Measurements
2. Determination of ABO; M N; and Rh blood groups
3. Collection of demographic data from secondary sources.

### OR

Preparation of project report on biological diversity by designing a study and conducting a fieldwork

### References

1. Baker P.T. and J.S. Weiner (ed.) (1996) *The Biology of Human Adaptability*. Oxford & New York, Oxford University Press.
2. Daniel E. Brown (2009). *Human Biological Diversity*. Routledge; 1 edition

### Additional Resources:

1. Cameron Noel and Barry Bogin (2012) *Human Growth and development*. Second edition, Academic Press Elsevier.
2. Frisancho R. (1993) *Human Adaptation and Accommodation*. University of Michigan press
3. Jurmain Robert Lynn kilgore Wenda Trevathan and Ciochon (2010). *Introduction to Physical Anthropology*. Wadsworth Publishing, USA.

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### Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding the relevance of human biological diversity. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation OR project based report submission.

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### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory experiments, inference of results and practical file preparation OR by assessing the quality of project report submitted by the student.

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### Keywords

human diversity, Race, ethnicity, human adaptation

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## Tribes and Peasants in India (32151301)

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### Course Objective

The students will be introduced to the controversies and problems associated with identification of tribes and definitional attributes of peasant in India. They would also be introduced to rural society in India and its major characteristics. The focus will be on the contemporary issues, challenges and crisis that confront the rural and tribal communities in India.

### Course Learning Outcomes

The students will have an understanding of the critical issues, problems and challenges relating to tribal and agrarian societies both in historical and contemporary perspectives. They should be able to evaluate, plan and implement any project work in rural and tribal areas. They would be able to suggest remedial measures for critical issues like conservation and development, human-wildlife conflicts, livelihood challenges and forest conservation changes and continuities.

### Unit 1

Anthropological Concept of Tribe

1. Problems of nomenclature, definition and classification.
2. Features of tribes in India.

### Unit 2

Tribes and Wider world.

1. The history of tribal administration; Constitutional safeguards
2. National Tribal Policy, Issues of acculturation assimilation and integration. Impact of development schemes and programme on tribal life,

### Unit 3

Problems and issues in tribal society; Indebtedness, land alienation, poverty, sustainable livelihood, forced labour, health and sanitation, substance abuse.

### Unit 4

Anthropological Concept of Village; The concept of peasantry and approaches to the study of peasants - economic, political and cultural. Characteristics of Indian village: social organization; economy and changes; Caste system and changes.

## Unit 5

Ethnicity Issues: Tribal and peasant, movements; Identity issues

### Practical

Reading of Ethnography: Students are required to read and analyze any two of the ethnographies (as listed below) and prepare a report based upon it. The report should clearly link up the study with the concept of tribe and peasantry and delineate clearly the concept used in the text.

1. Research questions/objectives of the study and their relevance.
2. Theoretical schema.
3. Methods and techniques used in the study.
4. Key findings and their significance in the context of the objectives of the study.
5. Critical analysis of the finding on the basis of contemporary available resources.

### List of Ethnographies:

- Walker A. (1986). *The Todas*. Delhi : Hindustan Publishing Corporation
- Verrier Elwin (1992). *The Muria and their Ghotul*. USA: Oxford University Press.
- Malinowski M. (1922). *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul Ltd.
- Furer-Haimendorf C.V. (1939). *The Naked Nagas*. London: Methuen and Co.
- Evans-Pritchard E.E. (1940). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford : Clarendon Press.
- Majumdar D. N. (1950). *Affairs of tribes*. Lucknow: Universal Publishers Ltd.
- Dube S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul Ltd.
- Berreman G.D. (1963). *Hindus of the Himalayas*. Berkeley: California University Press.

### References

1. Beteille A. (1998). 'Concept of tribe in context of India'. In *Society and Politics in India: Essays in a Comparative Perspective*. Delhi: Oxford University press . [Unit I(Chapter-3)]
2. Beteille A. (2012). The Peculiar Tenacity of Caste. *Economic & Political Weekly*. March 31, 2012. Vol XLVII no 13 [Unit III (Page: 41-48)]
3. Gupta D. (1991). *Social Stratification*. Oxford University Press: Delhi [Unit II (section-1)]
4. Madan V. (2002). *The Village in India*. Oxford University Press: Delhi. (Section 1, V and VI and Chapters 6, 7 and 11).
5. Nathan D. (1998). *Tribe-Caste Question*. Simla: IAS. [Unit II (Chapter-1)]
6. National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Government of India. [Unit II]

7. Shah G. (2002). Social Movement and the State. Delhi: Sage. [Unit IV]
8. Shanin T. (1987). Peasants and Peasantry. New York, Blackwell. [Unit II (Chapters 1 and 2)]
9. Srivastava V.K. (2008). The Concept of tribe in Draft Tribal Policy. The Economic and Political Weekly. Vol XLIII No.50 [Unit II (Page: 29-36)]
10. Vidyarthi L.P. and Rai B.K. (1985) Tribal Culture in India, New Delhi, Concept Publishing Company. [Unit I (Page: 25-93)]
11. Wolf E. (1966). Peasants. NJ, Prentice Hall. [Unit II (Chapter 1)]
12. Xaxa V. (2003). Tribes in India. In Veena Das (ed.), The Oxford Indian Companion to Sociology and social anthropology Vol. 1. Delhi : Oxford University Press [Unit I (Page: 373-408)].

### Additional Resources:

1. Saksena H.S., Srivastava Vinay Kumar, Sukant K. Chaudhury. (2006). Scheduled tribes and development. New Delhi. Serial Publication
2. Rao, P. Venkata, (2002). Globalization and Anthropology: Issues and Challenges. Eastern Anthropology Journal. Vol. 55. 2002
3. Verma, R.C. (1990). Indian tribes through Ages, New Delhi, Publications Divisions

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### Teaching Learning Process

The students will be encouraged to critically analyse and reflect upon the various concepts relating to tribe and agrarian societies and Case studies and ethnographies will be read and students will be taught how to analyze the theoretical perspectives used therein. Wherever possible documentaries and short ethnographic movies will also be shown and discussed in the class

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### Assessment Methods

The candidates will be assessed on the basis of their understanding of key concepts of tribe and other agrarian societies . Other than the end term examination, students will also be accessed through quizzes, class participation in debates on issues relating to tribes and rural societies. The internal assessment will also form the part of total overall assessment.

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### Keywords

Concept of tribes, tribe and their classification, Peasants, Village, Caste, Tribal and Rural development, tribal policy, Caste changes and continuities.

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## Fashion Anthropology (32155911)

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### Course Objective

1. To familiarise students to various attributes of fashion in rural, tribal and urban communities, in temporal and spatial realms.
2. To motivate students to interpret fashion as means of expression of identity, and way of communication that may help in better understanding of cultures.

### Course Learning Outcomes

1. Students once equipped with the knowledge of fashion anthropology can identify and value the cultural attributes of fashion in communities that go unrecognised for their creative potentials and bring them to forefront.
2. Students trained in fashion anthropology can intelligently design and create clothing, art for as per needs of body, gender, religion, lifestyle, identity etc. and can contribute to understanding consumer behaviour in the field of fashion.
3. The students can seek experience in fashion anthropology that they can use in helping fashion designers in even global fashion circuits that seek ethnic inspirations.

### Unit 1

Unit-I. Introduction: Fashion, Consumption, and Anthropology: From Evolution to Compassionate Consumption, the Rise and Fall of Evolution in Dress.

### Unit 2

Unit II. Theoretical and Ethnographic Approaches to Understanding Fashion and Consumer Society.

### Unit 3

Unit III. Colonialism, Dress, and Identity, Colonialism, Consumption, and Civilizing Fashion. Anti- Clothing Debates; regional case studies.

### Unit 4

Unit IV: Race and Fashion: The 1980s "Japanese Invasion" and 1990s "Asian Chic" Alternative Approaches to Consumerism.

### Unit 5

Unit V: Gender, Fashion and Consumption in different Human societies, application of fashion in traditional and modern societies, role of religion in fashion.

## Unit 6

Unit VI: Globalization and Dress, leather cosmetic relationships, relationship of tribal clans with reference to embroidery colour and designs in ethnic group of India.

### Practical

1. Identification of Pattern making Garment construction and colour dynamics in different rural and tribal communities.
2. Identification of Surface ornamentation, Textile crafts and Accessories Design in different ethnic groups.
3. Assessing relevance of material culture in fashion.

### References

#### Essential readings

1. Hansen, Karen Tranberg. "The World in Dress: Anthropological Perspectives on Clothing, Fashion, and Culture" in *Annual Review of Anthropology*, 34 (2004): 369-392. [Unit-1]
2. Anthropology of dress Joane B.Eeicher.Dress.2000.50-79pp. [Unit-2]
3. Costume and identity. by Hilda Kuper.Comparitive studies in society and history.Volume 15.No.3.1973.348-367pp [Unit-3]
4. Kimono and the construction of gendered cultural identites by Ofra Goldstein-Gidoni.Ethnology.vol 38.no.4.1999.351-370pp.Univ.of Pittsburgh. [Unit-4]
5. Put your best face forward:the impact of the second world war on British dress. by Peter McNeil in *Journal of Design History*.Vol 6.No.4.(1993),pp 283-299.Oxford univ.press. [Unit-4]
6. Bridging te gap:feminism, fashio and consumption by Angela Mc robbie .Feminist review.No.55.Consuming cultures.(spring 1997) pp73-89 [Unit-5]
7. Gender and hegemony in fashion magazines:womens interpretations of fashion photographs by Diana crane.The sociological quarterly.vol 40.no.4.1999.541-563pp.Taylor and Francis. [Unit-5]
8. The world according to vogue: The role of culture(s) in international fashion magaznes by Helen Kopnina.Dialectical anthropology(2007) 31:363-81.springer. [Unit-6]

#### Additional Resources:

1. Allman, Jean. *Fashioning Power: Clothing, Politics and African Identities*. Bloomington: Indiana University Press, 2004.
2. Bachu, Parmindar. *Dangerous Designs: Asian Women Fashion the Diaspora Economies*. New York: Routledge, 2004
3. Bradley Foster, Helen, and Johnson, Donald Clay. *Wedding Dress Across Cultures*. Berg Fashion Library, 2003.

4. Fee, Sarah. "Anthropology and Materiality." In *The Handbook of Fashion Studies*. London: Bloomsbury, 2013, 301-324.
  5. Hebdige, Dick. *Subculture: The Meaning of Style*. Routledge, 1979.
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### Teaching Learning Process

1. Museum visits to understand fashion in clothing and ornaments etc
  2. Community engagements in rural and tribal areas of relevance
  3. Written assignment on fashion ideas in urban settings
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### Assessment Methods

1. Creative assignment on producing an art work inspired by ethnic pattern in fashion
  2. Review of monographs depicting material cultural aspects in clothing, ornamentation, art and aesthetics incorporated in fashion
  3. Power point presentation any one aspect of fashion, analysed anthropologically.
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### Keywords

material culture, dress, fashion. globalisation, ethnicity, art and aesthetics.

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## Paleoanthropology (32155906)

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### Course Objective

1. To understand the fundamentals of palaeoanthropology
2. To understand the evolutionary process, assessment of skeletal variability of fossil remains, and modern humans.
3. To learn the role of palaeodemography and paleopathology in studying human origins

### Course Learning Outcomes

1. Student should understand the fundamental of palaeoanthropology
2. Should understand the evolutionary journey of early to modern humans
3. Student should learn the role of palaeodemography and paleopathology in studying human origins

### Unit 1

Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.

### Unit 2

Primate speciation and extinctions: adaptive primate radiation

### Unit 3

Evolutionary biology: Human origins: Development, distribution and fossilized evidence of Australopithecines, Paranthropus (Zinjanthropus), Homo habilis, Homo erectus, Archaic H. sapiens.

### Unit 4

Primate and Non-Primate Models for Early Hominid Behaviour; hominization process- Evolution of hominid-human bipedalism

### Unit 5

Palaeodemography- reconstruction of population patterns from skeletal analysis, determination of demographic variables in prehistoric populations and post-neolithic population growth.

## Unit 6

Palaeopathology- bioarchaeological approach of disease; effects of agriculture, urbanization and slavery on health and disease; colonization and disease with special emphasis on the New World.

### Practical

1. Comparative primate osteology
2. Description and identification of the disarticulated skeleton of non-human primates
3. Identification and description of fossil casts

### References

1. CS Larson (2016). *Essentials of Physical Anthropology*. W. W. Norton & Company. [Unit-1: Page-165-190; Unit-2: Page-124-143; Unit-3: Page-223-230, 234-240, 253-268, 274-291]
2. Craig Stanford et al. (2013). *Biological Anthropology*. Pearson, New York. [Unit-4: Page-197-220; Unit-5: Page-1-11; Unit-6: Page-318-330]
3. Tattersall I. (2009). *The Fossil Trail: How We Know What We Think We Know about Human Evolution*. New York: Oxford University Press.

### Additional Resources:

1. Waldron T. (2008): *Palaeopathology*. Cambridge University Press
2. Cela-conde CJ and Frisancho J. (2007). *Human Evolution: Trails from the past*. Ayala Oxford University Press.
3. Barnes E. *Diseases and Human Evolution*. (2005). University of New Mexico Press.
4. Pinhasi R and Mays S (2008). *Advances in Human Palaeopathology*. Chichester: John Wiley & Sons, Inc. (PM).
5. Hoppa RD and Vaupel JW. (2002). *Paleodemography: Age Distributions from Skeletal Samples*. Cambridge University Press.
6. Lansen CS, Matter RM and Gebo DL. (1998). *Human Origin: The fossil Record*.

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### Teaching Learning Process

The process of learning will involve acquisition of subject knowledge and understanding of skills required for a paleoanthropologist. Process will involve lectures, class-room discussion, assignments and practicals.

### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on assessing the fossil casts.

### Keywords

palaeoanthropology, paleopathology, anthropology, and evolution

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## Human Growth and Development (32151403)

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### Course Objective

1. Students will be able to learn about various stages and environmental factors involved in human growth and development which help them in understanding growth monitoring of a child.
2. They will understand the role played by balance diet in leading a healthy life.

### Course Learning Outcomes

1. Students will be familiar with the latest researches in human growth and development and would be able to understand the association of growth with genes and environment.
2. They can critically analyze and understand the basic principles of human growth, maturation and development.
3. Comprehend the significance of growth studies.
4. Development of practical skills

### Unit 1

Concept of human growth, development, differentiation and maturation. Evolutionary perspective of human growth (including living primates and fossil hominid ancestors)

### Unit 2

Prenatal (conception till birth) and postnatal (birth till senescence) periods of growth, patterns of normal growth curves, variation from normal growth (canalization, catch-up growth and catch-down growth), adolescent spurt, human endogamous groups and bisexual differences in growth curves and secular trend

### Unit 3

Bio-cultural factors (genetic, socio-cultural and ecological factors) influencing patterns of human growth and variation, methods and techniques to study growth, significance/ applicability of growth studies

### Unit 4

Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. Assessment of nutritional status with reference to India.

## Unit 5

Human physique and body composition - models and techniques; bisexual and endogamous group differences

## Unit 6

Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods

Bio-cultural adaptation to environmental stresses- heat, cold and altitude. Homeostasis and thermoregulation, ecological rules and their applicability among human beings

## Practical

1. Growth status: Somatometry (stature, body weight, mid upper arm circumference etc), assessment of chronological age, percentile, z-score, height for age, weight for age, BMI for age
2. Obesity assessment: General (BMI, body fat %, Conicity index, body adiposity indices) and regional adiposity indices (WC, WHR, WHtR)
3. Estimation of body composition (fat percentage and muscle mass) with skinfold thickness and bioelectric impedance
4. Nutritional assessment through dietary pattern and anthropometric indices

## References

### Unit 1

- Concept of human growth, development, differentiation and maturation. *Patterns of Human Growth* by Barry Bogin .Chapter 1 (Pg 18-53) and *Human Growth and Development* by Noel Cameron. Chapter 17(Pg 363-382).
- Evolutionary perspective of human growth (including living primates and fossil hominid ancestors). – *Patterns of Human Growth* by Barry Bogin Chapter 3 (Pg 98-149)

### Unit 2

- Prenatal (conception till birth) and postnatal (birth till senescence) periods of growth- *Patterns of Human Growth* by Barry Bogin .Chapter 2 (Pg 54-67).
- Patterns of normal growth curves, variation from normal growth (canalization, catch-up growth and catchdown growth)- *Human Growth and Development* by Noel Cameron , Academic Press.Chapter 1 (Page 1-20 )
- Adolescent growth spurt- *Human Biology An Introduction to Human Evolution , Variation , Growth and Ecology* by G. A. Harrison , J. S. Weiner, J.M. Tanner , N. A. Barnikott . Chapter 20 (Page 320-328)
- Human endogamous groups and bisexual differences in growth curves and secular trend- *Patterns of Human Growth* by Barry Bogin Chapter 5 (Pg no. 225-255)

### Unit 3

- Bio-cultural factors (genetic, socio-cultural and ecological factors) influencing patterns of human growth and variation, - *Patterns of Human Growth* by Barry Bogin Chapter 6( Pg no. 268-324) and 7 (Pg no. 329-251)
- Methods and techniques to study growth, significance/ applicability of growth studies- *Human Biology An Introduction to Human Evolution , Variation , Growth and Ecology* by G. A. Harrison , J. S. Weiner, J.M. Tanner , N. A. Barnikott . Chapter 19 (Page 301-309)

### Unit 4

- Nutritional epidemiology-concept of balanced diet, impact of malnutrition (over and under) with special reference to obesity, Kwashiorkor and Marasmus. – *Essentials of Human nutrition* by Jim Mann and A. Stewart Truswell . Oxford University Press . Chapter 16 (Page 273-288) and Chapter 17 (Page 289-298)
- Assessment of nutritional status with reference to India. *Essentials of Human nutrition* by Jim Mann and A. Stewart Truswell . Oxford University Press . Chapter 24 (Page 435-448) , Chapter 25 (Page 449-466) and Chapter 26 (Page 467-500)

### Unit 5

- Human physique and body composition - models and techniques; bisexual and endogamous group differences – *Human Body Measurements* by S P Singh and P Mehta. Chapter 4 (Page 106-175)

### Unit 6

- Somatotyping and human physique with reference to Sheldon, Parnell, Heath and Carter methods-- *Human Biology An Introduction to Human Evolution, Variation , Growth and Ecology* by G. A. Harrison , J. S. Weiner, J.M. Tanner , N. A. Barnikott . Chapter 23 (Page 361-370)
- Bio-cultural adaptation to environmental stresses- heat, cold and altitude. Homeostasis and thermoregulation, ecological rules and their applicability among human beings - *Human Biology An Introduction to Human Evolution , Variation , Growth and Ecology* by G. A. Harrison , J. S. Weiner, J.M. Tanner , N. A. Barnikott . Chapter 27 (Page 424-439)

### Additional Resources:

1. Bogin B. (1999) Patterns of human growth. Cambridge University Press.
2. McArdle WD, Katch FI, Katch VL. (2001) Exercise Physiology: Energy, Nutrition, and Human Performance.
3. Malina RM, Bouchard C, Oded B. (2004) Growth, Maturation, and Physical Activity. Human Kinetics.

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## Teaching Learning Process

1. Lectures
2. Seminars
3. Project based learning which include field work
4. Laboratory based practical
5. Use of software in growth studies

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## Assessment Methods

- Discussion and written assignments
- Class test
- Class room presentations
- Small projects

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## Keywords

Human growth, Maturation, Human development, Nutrition and nutritional epidemiology, Environmental stresses

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## **Research Methods (32151405)**

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### **Course Objective**

1. To understand the process of designing an effective research study in anthropology
2. To learn the qualitative and quantitative methods used in anthropological research
3. To learn the appropriate ways of scientific writing

### **Course Learning Outcomes**

1. Student should understand how to formulate research problem and able to frame it for the purpose of research
2. Should be able to use qualitative and quantitative methods used in anthropological research
3. Should realize the importance of ethics and able to apply in their research work
4. Student should know the ways of scientific writing and sensitive to the issue of plagiarism and academic fraud in science

### **Unit 1**

#### **Research Design**

- Types of Research Design- Exploratory, Description and Experimental.
- Formulation of research problem, hypothesis, review of literature and conceptual framework.

### **Unit 2**

#### **Field work tradition in Anthropology**

- Ethnographic approach, contribution of Malinowski, Boas and other pioneers; cultural relativism, ethnocentrism, etic and emic perspectives, comparative and historical methods, techniques of rapport establishment, identification of representative categories of informants, maintenance of field diary and logbook

### **Unit 3**

#### **Tools and techniques of data collection**

- Survey method, relationship of survey method with ethnographic method, construction of questionnaire and interview schedule, Observation - Direct, Indirect, Participant, Non-participant, Controlled.

- Interview - Structured and unstructured, Genealogy and Pedigree, Focused Group Discussion, key informant interview.
- Case Study and life history.

#### Unit 4

- Identify, define, and analyse the ethical issues in the context of human subject research.
- Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication. Manuscript writing.

#### Unit 5

##### **Bio-Statistics**

- Types of variables, presentation and summarization of data. Descriptive statistics- Measurers of Central Tendency, Measure of Variation, Skewness and Kurtosis, Variance and standard deviation and Normal distribution.

##### **Practical**

- The student will select a field site where they will conduct field study. The activities undertaken by them will include - Rapport Establishment, preparation of research problem, preparation of study design, collection of data, analyse and preparation of a project report.
- The evaluation will consist of time constraint examination of half practical credit and viva voce on the research project and the half practical credits.

##### **References**

- Madrigal L. Statistics for Anthropology. Cambridge: Cambridge University Press. 2012. Zar JH. Biostatistical Analysis. Prentice Hall. 2010. [Unit-5]
- Bernard H.R. Research Methods in Anthropology, Qualitative and Quantitative Approaches. Jaipur: Rawat Publications. 2006. [Unit-1,2,3,4]

##### **Additional Resources:**

- Emerson RM, Fretz RI and Shaw L. Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press. 1995
- Garrard E and Dawson A. What is the role of the research ethics committee? Paternalism, inducements, and harm in research ethics. Journal of Medical Ethics 2005; 31: 419-23.

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#### Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for anthropological research. Process will involve lectures, project based

learning, designing a research study, data collection with the help of fieldwork and report submission.

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### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report submitted by the student (i.e. involvement of the student in every aspect of the report preparation for example, development of tools for data collection, fieldwork, data entry, analyses and writing).

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### Keywords

research, anthropology, ethnography, biostatistics, ethics

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## Theories of Culture and Society (32151401)

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### Course Objective

This is an introductory foundation course on the main theoretical approaches which historically and traditionally guided anthropological research and understanding of society and culture. The course would involve theory as well as practical. The practical will skill the students to apply the approaches critically to study of actual social issues and problems.

### Course Learning Outcomes

The students will be able to explain the major theoretical paradigms in anthropology and link it with the social, political and economic contexts in which they have emerged. They should also be able to explain clearly how these ideas have contributed to the process, structure, pattern and search for meanings by human beings.

### Unit 1

Emergence of Anthropology: Interface with evolutionary theory and colonialism, changing perspectives on Evolutionism, Diffusionism and Culture area theories.

### Unit 2

Emergence of fieldwork tradition, Historical Particularism, American Cultural Tradition

### Unit 3

Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology

### Unit 4

Structuralism: Claude Levi-Strauss and Edmund Leach

### Unit 5

Symbolic and Interpretative approaches

### Unit 6

Contemporary approaches

### Practical

As a part of the practical following exercises will be undertaken by the students so as to enable them to connect the theories they learn with things of everyday living.

1. To identify a topic relating to contemporary issue and formulate research questions and clearly identify the theoretical perspectives from which they are derived.
2. Identification of variables of a study.
3. Various types of hypotheses.
4. Formulation of hypothesis.
5. Distinction between hypothesis testing and exploratory research.
6. Identification of universe and unit of study with justifications.
7. Choice of appropriate research technique and method in the context of theoretical framework.
8. Data collection and analysis

### References

1. Applebaum H.A. (1987) Perspectives in Cultural Anthropology. Albany: State University of New York. [Unit-I, Page-207-254; Unit-II: Page-70-115; Unit-III: Page-70-146]
2. Barnard A. (2000). History and Theory in Anthropology. Cambridge: Cambridge University. [Unit-I: Page-127; Unit-IV: Page-139-178]
3. McGee R.J. and Warms R.L. (1996) Anthropological Theories: An Introductory History. [Unit-IV: Page-480-512]

### Additional Resources:

1. Moore M. and Sanders T. (2006). Anthropology in Theory: Issues in Epistemology, Malden, MA: Blackwell Publishing. [Unit-I: section-1; Unit-II: section-2; Unit-V: section-7; Unit-VI: section-13 and 14]
2. Geertz, Clifford. 1973. The Interpretation of Cultures. New York: Basic Books

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### Teaching Learning Process

The students will be encouraged to reflect and apply the ideas introduced to them. Case studies and ethnographies will be read and students will be taught to how to analyze the theoretical perspectives used therein. Wherever possible documentaries and short ethnographic movies will also be shown and discussed in the class

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### Assessment Methods

The candidates will be assessed both on the basis of their understanding of theory and practical. Other than the end term examination, students will also be accessed through

quizzes, class participation in debates on theoretical approaches. Their ability to construct hypothesis, think systemically and apply a theoretical perspective to draw a research design will be tested in the practical. The internal assessment will also form the part of total overall assessment.

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### Keywords

Evolutionism, Diffusionism, Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology Durkheim and social integration, Functionalism and Structural-functionalism and British Social Anthropology, Symbolic and Interpretative approaches

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## Demographic Anthropology (32155912)

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### Course Objective

1. To acquaint the students with the importance of demography in anthropology
2. To give the student a foundational understanding in population structure, growth and its implications
3. To familiarize the students with the sources of demographic data and population policies in the country.

### Course Learning Outcomes

Students will learn the basic anthropological approaches of studying demography and the bio-social determinants of demographic processes in human populations. They will also learn how human population growth is affected by human behavioural and non-genetic factors. The students will also learn how various demographic measures are taken into consideration in formulation of several national policies.

### Unit 1

#### Demographic anthropology

1. Scope and basic concepts of demographic anthropology
2. Relationship between demography and anthropology
3. Importance of demography in anthropology.

### Unit 2

#### Population theories

1. John Graunt
2. Thomas R. Malthus
3. Theory of demographic transition.

### Unit 3

Sources of demographic data- Census, CRS, NSSO, SRS, NFHS.

## Unit 4

### Population structure

1. Age and sex composition and its importance
2. Demographic structure of Indian population
3. Estimates of different demographic rates and ratios.

## Unit 5

### National policies

1. National Population Policy
2. National Health Policy
3. Factors affecting population growth.

## Practical

### Project Report

Students will collect and compile demographic data from different secondary sources in consultation with the concerned teacher and submit a project report for evaluation.

## References

### Unit-1

1. Bhende, A. and Kanitkar, T. (2006) Principles of Population Studies. Himalaya Publishing House. Mumbai.

### Unit-2

2. Srivastava, O.S. (1996). Demographic and Population Studies. Vikas Publishing House, India

### Unit-3

3. Sources of demographic data (<http://censusindia.gov.in>; <http://rchiips.org/nfhs>)

### Unit-4

4. Misra, B.D. (1982). An introduction to the study of population. South Asia publication Ltd. New Delhi
5. Zubrow, E.B.W. (1976). Demographic anthropology. Quantitative approaches. University of New Mexico Press, Albuquerque

### Unit-5

6. National Population Policy (<http://populationcommission.nic.in/npp.htm>)

### Additional Resources:

1. National Population Policy (<http://populationcommission.nic.in/npp.htm>)
2. Sources of demographic data (<http://censusindia.gov.in>; <http://rchiips.org/nfhs>)
3. Zubrow, E.B.W. (1976). *Demographic anthropology. Quantitative approaches*. University of New Mexico Press, Albuquerque.

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### Teaching Learning Process

1. Classroom teachings
2. Seminars and presentations
3. Guidance for project report preparation

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### Assessment Methods

1. Assessment of assignments and practical records
2. Theory examination and project report evaluation for practical examination.

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### Keywords

Population theories, population structure, demographic sources, National policies.

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## Neuro Anthropology (32155904)

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### Course Objective

1. The course aims to introduce students to the concept of encultured brain through an interdisciplinary perspective (involving aspects of anthropology, neuro science, cognitive science, psychology, genetics etc.).
2. The course would empower the students in understanding human capacities, skills and variation in the neuro anthropological light and help them resolve human problems, pathologies and variation.

### Course Learning Outcomes

1. The students can reflect upon brain and human evolution & primate social cognition.
2. The students can understand problems of PTSD, addiction, autism, etc. in neuro anthropological light.
3. The students can be trained to assess human capacities, skills, variations, overall they can explore innovative carriers in innovative fields of neuro science, cognitive science, psychology, genetics etc

### Unit 1

Encultured Brain; development case studies and method, Overview of Neural Systems & Their Interconnections, Evolution and the Brain, Neuro plasticity, Mind/Body Dualism.

### Unit 2

Primate Social Cognition, Human Evolution and niche construction,

### Unit 3

Case studies on human capacities. skill and variations : Memory & Medicine, Balancing between Cultures: Equilibrium in Capoeira, Skill acquisition in Taijutsu practices.

### Unit 4

Case studies on human problems, pathologies and variations: War and Dislocation: Neuro anthropological model of trauma, Autism ; theory of mind and religious development, addiction and neuro anthropology.

### Unit 5

The Neuro anthropology of Stress , The Neuro anthropology of PTSD (Post traumatic stress disorder) and depression.

## Unit 6

Neuro anthropology and embodiment; rituals, emotions and embodiment.

### Practical

1. Case Studies on Human behaviour, Capacities, Skills, and Variation and their analysis in neuro anthropological light.
2. Preparation and administration of an interview schedule to determine the stress/PTSD Status in respondents.
3. Craniometric measurements of human skull and determine its relation with neural activity.
4. Collect narratives on ritual and embodiment experiences and analyse them in neuro anthropological light.

### References

**UNIT 1- BOOK**-Daniel H Lende and Downey, Greg (2008). *The Encultured Brain: Introduction to Neuro Anthropology*. The MIT Press, London.

CHAPTER 1-The encultured brain: development, case studies and methods 1-23pp

**UNIT 2-BOOK**-Daniel H Lende and Downey, Greg (2008). *The Encultured Brain: Introduction to Neuro Anthropology*. The MIT Press, London.

Chapter 2- Primate social cognition, human evolution and niche construction 67-102 pp

**UNIT 3-BOOK**-Daniel H Lende and Downey, Greg (2008). *The Encultured Brain: Introduction to Neuro Anthropology*. The MIT Press, London. Chapters based on part III Case studies on human capacities skills and variations 141-195pp

**Unit 4- BOOK**-Daniel H Lende and Downey, Greg (2008). *The Encultured Brain: Introduction to Neuro Anthropology*. The MIT Press, London.

**Unit 5-BOOK**-Daniel H Lende and Downey, Greg (2008). *The Encultured Brain: Introduction to Neuro Anthropology*. The MIT Press, London Chapter based on part III-case studies on human problems, pathologies, variations 261-338pp

**Unit 6-** article Neuroanthropology and emotional embodiment by Benjamin C. Campbell and Justin R. Garcia in *Frontiers in evolutionary neuroscience* November 2009, volume 1, article 4. pages 1-6.

### Additional Resources:

1. Boas, F. (1928). *The mind of the primitive man* (rev. ed.) New York. Macmillan (original work published in 1911).
2. Beteson, G (1972). *Steps to an ecology of mind*. New York. Ballantine books.

3. Donald, M( 2001), *A mind so rare; the evolution of human consciousness*. New York.
4. Griffith, P.E( 1997) *What emotions really are*. Chicago university press.Chicago.
5. Wexler, B.E.(2011) Neuroplasticity: Biological evolutions contribution to cultural evolution. In S. HAN & E. Poppel (Eds.), *Culture and neural frames of cognition and communication*. Springer. Hiedelberg.

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### Teaching Learning Process

1. Pictorial representations and power point presentations to show structure of brain and neural interconnections.
2. Group discussion on PTSD, its salient features, symptoms and coping strategies.
3. A student seminar on neuro anthropological perspectives on skill acquisitions.
4. To understand neuro anthropological perspectives of bio-genetic variability

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### Assessment Methods

1. Written assignment.
2. A class project and related literature review of a few articles.
3. An essay writing on significance of neuro anthropology in human evolution.
4. Group seminar

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### Keywords

Brain, mind, culture, cognition. enculturation, Niche construction, neuroplasticity, evolution, embodiment, PTSD.

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## Linguistic Anthropology (32155915)

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### Course Objective

This course examines the complex interplay of language and culture and the ways in which it impacts everyday practice.

### Course Learning Outcomes

1. Understand and describe the basic tenets of linguistic anthropology
2. Understand, describe and use the research and practice methods used by linguistic anthropologists
3. Become aware of the diversity and complexity of languages
4. Strengthen oral presentation and critical writing skills.

### Unit 1

- Linguistic Anthropology: Meaning, History, Theory and Context;
- Nature of Human language;
- Language as system

### Unit 2

- Non-verbal: Paralinguistics, Kinesics, Proxemics, Chronemics, and Sign languages.
- Verbal communication: Principles of Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics

### Unit 3

#### **LANGUAGE, SOCIETY, CULTURE**

Linguistic Relativity- Language, Thought and Culture

Language Formation

- Language Evolution
- Language Socialization, Language Acquisition
- Language Endangerment

## Speech Community

- Language Variation, Change, Contact
- Language Use, Multilingualism

Language- Gender and Sexuality, Race and Ethnicity, Religion, Caste

Language and Identity

Language Ideologies

## Unit 4

### **LANGUAGE IN INDIA**

Languages of India- Classification and Distribution

Structural Map of Language Families of India

- Indo-Iranian
- Dravidian
- Munda/ Austro-Asiatic
- Tibeto-Burman
- Tai
- Andaman
- Isolates

History of Indian Languages

Language and Society in India

## Practical

### **LINGUISTIC FIELDWORK**

Grammar gathering techniques

Phonetics, Phonology

- Morphology, Syntax
- Semantics, Pragmatics

Elicitation and text collection

Socio-linguistic Methods

- Survey
- The socio-linguistic interview
- Ethnography/Participant observation
- Other methods

Discourse/Conversation/Narration/Metaphor analysis

Data organization

Ethics

Technology for fieldwork

Products

- Preparing a Grammatical Sketch
- Creating a Dictionary

References

### Unit 1

- Ahearn, L. M. (2017). *Living language: An introduction to linguistic anthropology*, Second Edition. Malden, MA: Wiley-Blackwell. (Page 1-51).
- Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press. (Page 1-21).
- Fromkin, V., Rodman, R., Hyams, N., & Hummel, K. M. (2017). *An Introduction to Language*, Eleventh Edition. Boston, MA:Cengage. (Page 1-9).
- Ottenheimer, H., & Pine, J. M. S. (2019). *The anthropology of language: An introduction to linguistic anthropology*. Boston, MA:Cengage. (Page 1-49).

### Unit 2

- Duranti, A., & Cambridge University Press. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press. (Page 162-213).
- Fromkin, V., Rodman, R., Hyams, N., & Hummel, K. M. (2017). *An Introduction to Language*, Eleventh Edition. Boston, MA:Cengage. ( Page 33-132, 133-177, 183-215, 216-255).

### Unit 3

- Duranti, A. (2009). *A Companion to Linguistic Anthropology*. Malden, Mass: Blackwell. (Selected Chapters).
- Enfield, N. J., In Kockelman, P., & In Sidnell, J. (2014). *The Cambridge handbook of linguistic anthropology*. Cambridge : Cambridge University Press (Selected Chapters).
- Fromkin, V., Rodman, R., Hyams, N., & Hummel, K. M. (2017). *An Introduction to Language*, Eleventh Edition. Boston, MA:Cengage. ( Page 269-429).

### Unit 4

- Kachru, B. B., Kachru, Y., & Sridhar, S. N. (2008). *Language in South Asia*. Cambridge, UK: Cambridge University Press. (Page 1-28 and selected chapters).
- Hock, H. H., & Bashir, E. L. (2016). *The Languages and linguistics of South Asia: A comprehensive guide*. Berlin: Mouton De Gruyter. (Page 1-17, 631-667).

### Practical

- Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press. (Page 84-121).Schilling, N. (2013). *Sociolinguistic fieldwork*. Cambridge: Cambridge University Press.(Page 1-10, 66-133).

### Additional Resources

- Anvita Abbi 2001- A Manual of Linguistic Fieldwork and Structures of Indian Languages, Lincom Europa
- Braj B. Kachru, S.N. Sridhar and Yamuna Kachru 2008- Language in South Asia , Cambridge University PressClaire Brown 2008- Linguistic Fieldwork: A Practical Guide, Palgrave Macmillan
- Jost Gippert, Nikolaus P. Himmelmann, Ulrike Mosel 2006- Essentials of Language Documentation, Mouton De Gruyter
- Natalie Schilling 2013- Sociolinguistic Fieldwork, Cambridge University Press
- Paul Drew and John Heritage 2006- Conversation Analysis (Vols 1-4), SAGE
- Deobrah Cameron 2001- Working with Spoken Discourse, SAGE
- Dell Hymes 1974- Foundations in Sociolinguistics: An ethnographic approach, University of Pennsylvania Press

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### Teaching Learning Process

This course will be taught as a combination of lectures, discussions, class activities and fieldwork. This will be a writing intensive course. A significant amount of written work will be required in terms of assignments. Substantial course time will be dedicated to ensuring that students are able to produce high quality written work at a comfortable pace. Students will be expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of

inquiry, and prompting students' thoughtful engagement with the topic. Students shall be encouraged to bring their prior learning experiences into class discussions.

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### Assessment Methods

As per the rules of Delhi University

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### Keywords

Language, Linguistic Anthropology

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## **Urban Anthropology (32155913)**

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### **Course Objective**

By reading this paper, the students will be able to:

1. Explain the concept of Urbanization and Urbanism along with the major classifications of cities
2. Identify the major issues in urban society like unemployment, housing, neighbourhood, sanitation, health, urban waste management, emergence of slum, etc.
3. Comprehend the socio-economic and political life in urban society

### **Course Learning Outcomes**

By studying the paper,

1. the students will be able to understand some of the major issues and its necessary conditions/ steps to be taken up for the betterment of urban life.
2. The student will be able to observe the dynamics of relationship at different level with respect to social, political and economic sphere.

### **Unit 1**

#### **Emergence of Urban Anthropology**

Nature and Scope of Urban Anthropology, Extension of the anthropological interest in peasants and rural areas, Origins of Cities and Early Sociological Approaches, Urban planning and design

### **Unit 2**

#### **Political economy**

Rural-urban migration, kinship and family in the city, problems that arise from urbanism, neighbourhood, poverty and social stratification

### **Unit 3**

#### **Class approach**

Culture of Poverty and the Underclass Approach, Comparison between relations function in an urban setting versus function in a rural setting, Race and Class in Urban Ethnography, Urban Dystopia

### **Unit 4**

## Urban Inequality and Disasters

Poverty, extended family for urban natives versus migrants , housing and slum, Global Cities and the Production of Space, Community study and urban ecology, Urban Space, Postmodern and Hypermodern City

### Unit 5

#### Global Urban Developments

Urban ethnography research and methodology, Contemporary urban issues: Suburbs, Exurbs and Urban Decline, disciplinary perspectives

#### Practical

- (i) Visit city life among business community and appreciate the role of culture with politics and economics.
- (ii) Media-popular culture behaviour
- (iii) Photo shoot in any city life, creating captions and texts relating to urban anthropology findings.
- (iv) visit a residential colony and study their urban neighbourhood relationship.

#### References

1. Cities, classes and the social order. Anthony Leeds, Roger Sanjek
2. Childe, V. Gordon. 1950. " Urban Revolution." Town Planning Review
3. Low Reader Part V: "The Postmodern City" in Low pp. 317-377; Dear and Flusty .
4. "Anthropological Fieldwork in Cities", "The anthropology of Cities: Some Methodological Issues".

#### Additional Resources:

1. M.S.A. Rao. 1974. Urban Sociology in India. Orient Longman. New Delhi
2. Wirth, Louis. 1938. "Urbanism as a way of Life". *American Journal of Sociology*, Vol.44, No.1, (July. 1, 1938). pp. 1-24
3. Whyte, William Foote. 1993. "Street Corner Society: The Social Structure of an Italian Slum". Chicago.IL: University of Chicago Press

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#### Teaching Learning Process

Along with class room interaction and group discussion:

1. Power point presentation of their will be organised so as to discuss regarding research question, objective of the study, methodology and theoretical approaches employed in the study, main findings, etc. from the given readings.
2. Submission of report based on their understanding of the given readings after presentation.
3. Group discussion in any of the contemporary issues relating to urban life.
4. Documentary films and ethnographic movies of contemporary urban society will be shown for critical review in their practical classes.

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### Assessment Methods

1. Internal assignment and periodic unit test
2. Power point presentation
3. Group discussion
4. Debate on contemporary issues relating to problems in urban societies

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### Keywords

Urbanisation, urbanism, cities, migrant, slum, poverty, suburbs, exurbs, neighbourhood

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## Human Genetics (32155903)

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### Course Objective

1. To understand the basic principles of human genetics
2. To learn the methods/technologies used in genetic research
3. To understand the pattern of inheritance of genetic disorders and the mechanisms of genetic abnormalities
4. To realize the importance of genetic testing and counselling for people suffering from genetic disorders

### Course Learning Outcomes

1. Student will acquire basic understanding of the structure and function of DNA and the concept of gene
2. Should understand the inheritance pattern of human traits/diseases and types of chromosomal abnormalities
3. Should understand the basic methods and techniques used in human genetics
4. Student should understand the importance of genetic counselling, prenatal diagnosis and newborn screening

### Unit 1

History of Human genetics; DNA Structure and Function, DNA Replication, repair and recombination, gene expression, coding and non-coding regions.

### Unit 2

Concept of gene; Expression of genetic information: from Transcription to Translation - the relationship between genes and protein. Numerical and structural chromosomal abnormalities.

### Unit 3

Mendelian inheritance (Autosomal and X linked); Co-dominance; Sex-linked inheritance; Multiple allelism; Dosage compensation, Single factor and multifactorial inheritance and Non-Mendelian inheritance.

## Unit 4

Methods of Human genetic studies: Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques; Karyotyping; FISH); Sib-pair and Twin studies; Heritability; Genetic mapping; Genotyping and Sequencing methods

## Unit 5

Human Genome Project; Prenatal diagnosis; Newborn screening; Genetic counselling.

## Practical

1. Prepare a project report on Mendelian disorders and chromosomal abnormalities by studying patients suffering from these genetic disorders.
2. Interpretation of pedigrees.

## References

1. Vogel F. and Motulsky A.G. (1996). Human Genetics. Springer, 3rd revised edition. [Unit-1: Page-13-29; Unit-2: Page-31-138; Unit-3: Page-42-65, Unit-4: Page-55-138; Unit-5: Page-845-864)]
2. Brown TA. (2007). Genomes. Garland Science.
3. Klug WS (2012). Concepts of Genetics. Pearson. [Unit-2:198-220; Unit-3:, 659-670; Unit-4: Page-61-64, 545-570;]

## Additional Resources:

1. Cummings MR (2011). Human Heredity: Principles and Issues. Brooks/Cole, Cengage Learning
2. Lewis R. (2009). Human Genetics: Concepts and Application. The McGraw–Hill Companies, Inc.

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## Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting human genetic research. Process will involve lectures, project based learning, data collection with the help of fieldwork and report submission.

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## Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report

submitted by the student (i.e. involvement of the student in every aspect of the report preparation for example, fieldwork, analyses and creative writing).

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### Keywords

human genetics, DNA, chromosomal abnormalities, anthropology, sequencing

## **Anthropology in Practice (32151503)**

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### **Course Objective**

1. The course will introduce the applied dimensions of anthropological knowledge in fields of tourism, medicine, visual, fashion, NGO, management, counselling etc.
2. The course will guide the students to explore applied careers in anthropology.
3. The students will be acquainted with anthropology of public policy also so that they can critically reflect on policy implications of development programmes in rural, urban settings.

### **Course Learning Outcomes**

1. The students trained in development anthropology can help NGO's to contemplate on ground realities of urban and rural developmental issues in holistic manner.
2. The students will be competent in community engagements to understand community problems and even offer bio-social counselling.
3. The students can wisely choose an anthropological career based on their interest in fields such as tourism, medical, fashion & designing, visual etc.
4. The students can identify human rights issues pertaining of special category and marginal groups and critically reflect on the remedial policy measures.

### **Unit 1**

Academic and Applied Anthropology : Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues: Applied Anthropology, Action Anthropology and Development Anthropology.

### **Unit 2**

Role of Anthropology in Development Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGOs, Management Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management

### **Unit 3**

Future Directions in Anthropology Trends in Anthropology: Anthropology of Tourism, Anthropology in Designing And Fashion, Visual Anthropology, Medical Anthropology. Importance of Museums.

## Unit 4

Human Rights, Interrelationships of rights and duties, National and State Human Rights Commission and other grievance redressal mechanism, Human rights of special category and marginal groups, Emerging trends of human rights respective to terrorism, environment and globalization

## Unit 5

Biosocial anthropology in practice Bio-social elements of human development at national and international level, Population Dynamics and relationship between population growth and various aspects of culture such as means of subsistence, kinship, social complexity, social stratification and political organization, Bio-social counselling of an individual or population

## Practical

1. The students will visit an NGO or corporate office or census office in Delhi and its adjoining areas and write principal observations on the same.
2. Write a project on Religious Tourism / Tribal Tourism / Health Tourism / Ecotourism.
3. Collect data on bio-social problem and design counselling and give the analysis and interpretation.

## References

### UNIT 1-

**Book-**Willegen, John ( 2002 ) Applied Anthropology an Introduction. Connecticut, London.

Chapter 1-The domain of application pgs 3-19

Chapter 2- The development of applied anthropology ,pages 18-47

### Unit 2-

**Book-**Willegen, John ( 2002 ) Applied Anthropology an Introduction. Connecticut, London.

Chapter 4-12 Anthropology to Development in Anthropology 65-159 and policy research in Anthropology 161-175

### Unit 3-

**Book-** Brown Nina, Gonzdlez de Tubelle Laura and Mcllwraith

Thomas,,AAA.2017,VA.Persectives"An open invitation to cultural anthropology

Chapter- Seeing like an anthropologist:Anthropology in practice pages 411-420

Chapter-public anthropology 422-45

### Unit 4-

**BOOK-** Human rights in globalperspective;Anthropological studies of ights claims and entitlements edited by Richard Ashby Wilson and John p.mitchell.Routledge publications.2003.NY.

Chapter 5-Anthropologists as expert witnesses:political asylum cases involving Srilankan tamils.-93-117

## Chapter 11-The rights of being human-229-250

**Unit 5-Book-** Brown Nina, Gonzdlez de Tubelle Laura and Mcllwraith Thomas,,AAA.2017,VA.Persectives"An open invitation to cultural anthropology  
Chapter-Health and medicine 392-408

### Additional Resources:

1. Vidyarthi , L. P. (1990). Applied Anthropology in India - Principles, Problems and Case Studies. Kitab Mahal, U.P.
2. Vidyarthi ,V. (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.
3. Margaret A. G. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.

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### Teaching Learning Process

- 1.discussion on case studies
- 2.visual documentary presentation
- 3.Group discussion
4. Student seminar

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### Assessment Methods

Written assignment

Quiz

oral presentation

objective test

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### Keywords

Action anthropology, Applied anthropology, Anthropology of census, development anthropology, Policy, medical anthropology, Human rights, Non-governmental organisations, Cultural resource management.

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## Anthropology of Health (32155914)

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### Course Objective

1. To explore various dimensions of health and issues related to illness and disease.
2. To master various demographic measuring methods and their applications.
3. To understand the cultural dimensions of illness, disease and health in Indian context.

### Course Learning Outcomes

1. Students should understand the application of the concept of illness, health and disease.
2. Student should be able to learn basic demographic and medical anthropological method to evaluate demographic and health assessment.
3. Student should be able to understand, analyse and interpret health, illness, disease related issues and develop critical understanding.
4. Student should be able to critically examine the health policy and programmes of India.

### Unit 1

Introduction and Overview of the Field of Anthropology & Health.

A. Health Anthropology within the Context of Anthropology. Medical Anthropology and its subfields. Medical Anthropology in India.

B. Illness and Disease. Defining health and its determinants, dimensions and indicators.

Concept of well being and quality of life.

### Unit 2

Measuring Health: Morbidity, Mortality, and Epidemiology: Meaning, scope and methods.  
Epidemiology of common diseases: Malaria, Tuberculosis, Leprosy, Diabetes,  
Cardiovascular disease and Sexually Transmitted Diseases (STDs), HIV/AIDS

### Unit 3

Mother and Child Health: Women's Health, Sex, Family Planning, and Maternal-Infant Health. Reproductive life, child birth and Family Welfare.

## Unit 4

Anthropology and Mental Health : Culture and Mental Health, Culture Bound Syndromes, Ethnopsychiatry and Shamanistic Healing.

## Unit 5

National Health Policy, Health Care Programmes since

Independence

## Unit 6

Healing and Healers in Cross-Cultural Perspectives. Ethnomedicine: Naturalistic and Personalistic Etiology. Shaman, Priest, Sorcerer, Witchcraft and Folk Healers, Medical Pluralism and Health Seeking Behaviour. Tribal Health and Medicines.

## Practical

Practical Credit 2

1. Make a Schedule on Health Dimensions and Health Seeking Behaviour.
2. Calculation of Infant Sex ratio, Fertility rate, Total fertility rate, Mortality rate, Birth rate, crude birth rate, crude death rate, Mortality rate, life expectancy, immigration rate, population growth rate.
3. Identification and Characteristics of Various diseases. 4. Case Studies of Traditional and Modern healers.

## References

Essential Readings

- Hahn, Robert A. 1999. Anthropology in Public Health. Bridging Differences in Culture and Society. New York: Oxford University Press.
- Helman, Cecil G. 1994. Culture, Health, and Illness. 3rd ed. Oxford:
- Kalla, AK and PC Joshi (eds.) 2004. Tribal Health and Medicine. Concept Publishing Company, New Delhi

## Additional Resources:

- Paul, Benjamin D. (ed.) 1955. Health, Culture, and Community. Case Studies of Public Reactions to Health Programs.
- Basch, Paul F. Textbook of International Health 1999. New York: Oxford University Press.
- Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) 1997. Reproductive Health in Developing Countries. Washington, D.C.: National Academy Press.

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### Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for a researcher exploring health, illness and disease. The process will involve lecture, class room exercises, project based learning, data collection and analysis, fieldwork and report preparation and presentation.

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### Assessment Methods

The theoretical knowledge will be assessed using time-constraint examination and internal assessment through classroom exams, classroom presentation and assignments. The assessment of the practical will be based on the quality of project report submitted by the student, practical file and time-constraint practical examination.

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### Keywords

Keywords: Health, Illness, disease, health policy, health dimensions

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## Visual Anthropology (32155910)

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### Course Objective

1. To explore traditional and experimental means of using visual and audiovisual media to research, represent and produce anthropological knowledge.
2. To critically engage with policy and the use of audio-visual and internet based media in advocacy and activism.

### Course Learning Outcomes

1. This course will equip students in honing their skills in conceptualising and editing ethnographic films using latest software.
2. The students will be able to analyse images from different era based on theoretical understanding of contextualization and interpretation.
3. Visual methods like photoelicitation will equip the students to collect data using images in the field.

### Unit 1

Introduction to Visual Anthropology, and Applied Visual Anthropology. Visual Culture; Photographic and Digital Media: Still, Interactive and Moving

### Unit 2

Theory and Representation. Anthropology and Images: Ethnophotography and ethnographic films and mass media; Theories of representation, modern media and political advocacy

### Unit 3

Early Ethnographic Photography: Contexts and Trends. Anthropology of Art and Aesthetics: Critical reflection on the relation of images, objects and persons. Objects and images from other societies valued as 'art'

### Unit 4

Ethnographic Films: Theoretical issues concerning ethnographic film, ethical dimensions of ethnographic film, Interdependency of technology and culture.

### Unit 5

Cinema Studies with emphasis on key feature, documentary and ethnographic films with a focal theme - the examination of the 'language of film'.

## Practical

1. Basic principles of producing ethnographic films: text and its focus, camera angles, lighting and decision making behind the camera.
2. Analyze the visual data from classical ethnographies signifying how 'otherness' is constituted.
3. A gendered analysis of visuals produced during colonial and postcolonial times.
4. Hypertext and multimedia as analytic end points.
5. Collection, reporting and analysis of photo-ethnographic data.
6. Digital mirror: computer assisted exercises leading to production of ethnographic text.
7. Object Biography illustrated Vlog. Essay should focus on a single artefact in the museum, which can be from any time and place. 5 minute maximum, video file to be made for interested general public.

## References

### UNIT 1:

Banks, M., H. Morphy. 1997. *Rethinking Visual Anthropology*. Yale University Press. (Page 1-35) .

Edwards, E. 1997. 'Beyond the boundary: a consideration of the expressive in photography and anthropology'. In M. Banks and H. Morphy (eds) *Rethinking Visual Anthropology*. Yale University Press. (page no. 53-80) .

Pink, S. 2006. *The Future of Visual Anthropology: Engaging the senses*. Routledge. (Page no. 79-102) .

Ruby, J. 2000. *Picturing culture: Explorations of Films and Anthropology*. The University of Chicago Press. (page no. 41-66) .

Hockings, P. 1995. Ethnographic filming and anthropological theory. In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 507-532)

### UNIT 2:

Loizos, P. 'First exits from observational realism: narrative experiments in recent ethnographic films'. In M. Banks and H. Morphy (eds) *Rethinking Visual Anthropology*. Yale University Press. (page no. 81-104) .

Banks, M. 2001. *Visual Methods in Social Research*. Sage Publications. (page no 49-64) .

Mead, M. 1995. 'Visual Anthropology in a Discipline of Words'. In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 201-216)

### **UNIT 3:**

Ruby, J. 2000. *Picturing culture: Explorations of Films and Anthropology*. The University of Chicago Press. (page no. 67-94; 151-180) .

Dussart, Francois. 1997. 'A body painting in translation'. In M.Banks and H. Morphy (eds), *Rethinking Visual Anthropology*. Yale University Press (Page no. 186-202).

Thomas, N. 1997. 'Collectivity and Nationality in Anthropology of Art' In M.Banks and H. Morphy (eds), *Rethinking Visual Anthropology*. Yale University Press (Page no. 256-275)

Ravetz, A. 2005. 'News from home: Reflections on fine art and anthropology' In, A. Grimshaw and A. Ravetz (eds) *Visualising Anthropology*. UK: Intellect Books. (page no. 69-80) .

Scherer, J.C. 1995. 'Ethnographic Photography in Anthropological research' In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 201-216)

### **UNIT 4:**

Asch, T. and P. Asch. 1995. 'Film in Ethnographic Research' In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 335-362).

Banks, M. 2001. *Visual Methods in Social Research*. Sage Publications. (Page no 128-132)

Brigard, Emilie de. 1995. 'The History of Ethnographic Film'. In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 13-44)

Rouch, J. 1995. 'The camera and man'. In In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 79-98).

Ruby, J. 2000. *Picturing culture: Explorations of Films and Anthropology*. The University of Chicago Press. (page no. 67-94; 137-150; 151-180)

### **UNIT 5:**

Ruby, J. 2000. *Picturing culture: Explorations of Films and Anthropology*. The University of Chicago Press. (page no. 239-280) .

MacDougall. 1995. 'Beyond Observational Cinema'. In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 115-132) .

Gray, G. 2010. *Cinema: A Visual Anthropology*. Oxford: Berg. (page no. 1-32)

### **PRACTICAL:**

Banks, M. 2001. *Visual Methods in Social Research*. Sage Publications. (page no 87-102)

Collier Jr. J. 1995. 'Photography and Visual Anthropology'. In Paul Hockings (ed) *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter. (page no. 235-254)

#### Additional Resources:

- Collier, J.1967. *Visual Anthropology: Photography as a research method*, Albuquerque: University of New Mexico Press.
- MacDougall, D. 1975. 'Beyond Observational Cinema' in P. Hockings (ed.), *Principles of Visual Anthropology*. The Hague: Mouton.
- Banks M. and Ruby J. (2011). *Made do Be Seen. Perspectives on the History of Visual Anthropology*. University of Chicago Press

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#### Teaching Learning Process

The teacher will introduce important themes in the classroom in the form of lecture. Supplementary reading materials to be made available to the students for class discussion. Students are expected to read before coming to class and engage in discussion and debate. Each student is required to conduct short fieldwork during mid semester break. During this fieldwork, they are required to visually document the people or place under study. Proper permissions need to be sought; students will be made aware of ethics and reflexivity. Each student has to individually complete practical exercises. Some exercises can be done in a group to enhance teamwork spirit.

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#### Assessment Methods

At the end of the course, a theory examination and practical examination will be held to assess students out of 75 marks and 25 marks respectively.

Internal assessment is out of 25 marks. This course shall be continuously evaluated right from day 1. Each discussion and presentation in the class shall be awarded with points. Attendance is compulsory. The ethnographic films made by students shall be evaluated out of 25 marks under practical internal assessment.

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#### Keywords

Visual; image; photography; ethnographic film; cinema

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## Forensic Anthropology (32151601)

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### Course Objective

1. To understand the basic tenets and applications of forensic anthropology
2. To learn the methods and techniques involved in solving the criminal cases
3. To appreciate the recent developments in the field of forensic anthropology

### Course Learning Outcomes

1. Student should be able to identify and collect the biological materials found at crime scenes
2. Student should be able to use the methods and techniques in forensic anthropology
3. Student should have the understanding of current knowledge of latest developments in forensic anthropology

### Unit 1

Introduction to Forensic Anthropology: Definition, Brief History, Scope, Applications and relationship with other sciences

### Unit 2

Basic Human Skeletal Biology, Identification of Human and Non-Human Skeletal Remains, Ancestry, age, sex and stature estimation from bones.

### Unit 3

Personal Identification, Complete and Partial Identification,

Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, hair, fingerprints, footprints, lip prints, nails, handwriting, deformities.

### Unit 4

Serology: Identification and Individualization of bloodstains, urine, semen and saliva strains.

### Unit 5

Individualization: Forensic Odontology-Tooth Structure and Growth, Bite Marks, Facial Reconstruction. DNA Profiling.

## Practical

1. Study of human long bones. Estimation of age, sex and stature from bones.
2. Somatometric and Somatoscopic Observation on living persons.
3. Identification of bloodstain, urine, semen and saliva.
4. Examination of Fingerprints and Handwriting.

## References

1. A M Christensen et al. (2014). *Forensic Anthropology: Current methods and Practice*. Elsevier, New York. [Unit-1: Page-1-10; Unit-2: Page- 25-50; 199-216, 243-274]
2. ARW Jackson and JM Jackson (2011). *Forensic Science*, 3rd edition. Pearson, New York. [Unit-3: Page-61-65; 107-126; 254-260]
3. Byers, S. N. (2008). *Forensic Anthropology*. Boston: Pearson Education LTD.
4. Gunn A. (2009) *Essential Forensic Biology* (2nd ed). Chichester: Wiley-Blackwell. [Unit-4: Page-45-82; Unit-5: Page-85-97]

## Additional Resources:

1. Modi, R. B. J. P. (2013). *A Textbook of Medical Jurisprudence and Toxicology*. Elsevier.
6. Reddy V. R. (1985). *Dental Anthropology*, Inter-India Publication, New Delhi.
2. Spencer, C. (2004). *Genetic Testimony: A Guide to Forensic DNA Profiling*, Pearson, New Delhi.
3. Wilkinson, C. (2004). *Forensic facial reconstruction*. Cambridge University Press.
4. Black S. and Ferguson E. (2011). *Forensic Anthropology 2000 to 2010*. CRC Press, London.

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## Teaching Learning Process

The process of learning will involve the acquisition of subject knowledge and understanding of the skills required for a forensic anthropologist. The learning process will involve lectures, submission of assignments, classroom discussions, reliably conducting the experiments and inferring the results.

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## Assessment Methods

The theoretical understanding of the student will be assessed using time constrained examination. The assessment of the practicals will be based on conducting the experiment and presenting the results in appropriate manner.

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### Keywords

forensic, personal identification, DNA profiling, fingerprints

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## Forensic Dermatoglyphics (32155905)

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### Course Objective

1. To understand the fundamental principles on which the science of fingerprinting is based
2. To understand the methods of classifying criminal record by fingerprints.
3. To learn the physical and chemical techniques of developing fingerprints

### Course Learning Outcomes

1. Student should understand the fundamental principles of the science of fingerprinting
2. Should understand the method of classifying criminal record by fingerprints
3. Student should learn the physical and chemical techniques of developing fingerprints

### Unit 1

Introduction to Dermatoglyphics: History and Development, scope and Applications

### Unit 2

Formation of fingerprint ridges, pattern types and patterns area. Classification of Fingerprints- Henry Classification, Vucetich System, Single-Digit Classification.

### Unit 3

Types of Fingerprints: Plastic, Visible and Latent Prints. Development of latent fingerprints- Silver Nitrate, Ninhydrin, Iodine Fuming, Powder Methods, Metal Deposition Method, Small Particle Reagent and Laser Techniques.

### Unit 4

Basis of Fingerprint Comparison: Class Characteristics and Individual Characteristics, Determination of Identity. Other Dermatoglyphic Patterns: Palm Print, Sole Prints and Toe Prints.

### Unit 5

Recent advances: Fingerprint and Palmprint Recognition, Automated Fingerprint Identification System.

### Practical

1. Recording and Study of Finger and Palm Prints
2. Determination of palmar main line formula, Ridge count and indices

3. Comparison of Fingerprints and Palmprints on the basis of class and individual ridge Characteristics

4. Development of latent fingerprints using different chemical and powder methods.

### References

- Cummins, H., & Midlo, C. (1961). *Finger prints, palms and soles: An introduction to dermatoglyphics* (Vol. 319). New York: Dover Publications. [Unit-1: Page-3-19; Unit-2: Page-22-36; Unit-4: Page-120-134]
- Henry C Lee and RE Gaensslen (Ed) (2001). *Advances in Fingerprint Technology*. CRC Press, London. [Unit-3: chapter-4; Unit-5: chapter-8]

### Additional Resources:

- Lee, H. C., Ramotowski, R., & Gaensslen, R. E. (Eds.). (2001). *Advances in fingerprint technology*. CRC press.
- Berry, J., & Stoney, D. A. (2001). The history and development of fingerprinting. *Advances in fingerprint Technology*, 2, 13-52.

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### Teaching Learning Process

The process of learning will involve acquisition of subject knowledge and understanding of skills required in forensic dermatoglyphics. Process will involve lectures, class-room discussion, assignments and practicals.

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### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the practical examination in standard manner.

### Keywords

forensic science, dermatoglyphics, fingerprint, anthropology

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## Tribal Cultures of India (32155908)

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### Course Objective

1. Adequate understanding of the concept of tribe; the nuances of defining tribe in India
2. The course seeks to explore various policies formulated for the welfare of the tribes
3. To understand changes in the social structure of tribes in India due to globalization, development, migration etc.

### Course Learning Outcomes

1. Students will be able to understand and explain problematic nature of the concept of tribe in India.
2. Will be able to analyse policies formulated especially for tribes; and identify the gap between policy formulation, implementation and local needs.

### Unit 1

Concept of tribes and its problematic nature, General and specific characteristics of tribes, Tribes in India: Antiquity, historical, academic, administrative and anthropological importance, Denotified tribes. Draft tribal Policy.

### Unit 2

Tribe- caste continuum, Constitutional safeguard/provisions, Gender and Tribe, Distribution of tribes in India

### Unit 3

Tribes: Nomenclature- emic and etic differences, Classification of tribes based on their economy, occupation and religion, Racial elements among the tribes, Scheduled and non-scheduled categories of tribes

### Unit 4

Tribal movements, Tribal monographs, Problems of tribal development. Xaxa Committee

### Unit 5

Forest policies and tribes, Migration and occupational shift, Tribal arts and aesthetics ; Displacement, rehabilitation and social change ; globalization among Indian tribes.

### Practical

- Location of different tribes on the map of India
- Write an annotated bibliography on any one tribe
- Review a monograph of any tribe in India

## References

### UNIT 1.

- Beteille, Andre. 1986. The Concept of tribe with special reference to India. *European Journal of Sociology*. Vol. 27, No. 2, pp. 297-318 .
- Srivastava, V.K. 2008. Concept of 'Tribe' in the Draft National Tribal Policy. *EPW*. Page 29-35. .
- Vidyarthi, L.P. and B.K.Rai. 1977. *Tribal Cultures of India*. New Delhi: Concept Publishing Company. (Page no. 2-20)

### UNIT 2 .

- Sachchidananda. 1970. Tribe-Caste Continuum : A Case Study of the Gond in Bihar. *Anthropos*. 65, H. 5./6., pp. 973-997.
- Xaxa, V. 2004. Women and Gender in the Study of Tribes in India. *Indian journal of gender studies*. Volume: 11 issue: 3, page(s): 345-367

### UNIT 3•

- Xaxa, V. 2008. 'The transformation of Tribes: The terms of discourse.' In *State, Society, and Tribes: Issues in Post-colonial India*. Pearson. (page no. 13-40) .
- Vidarthi, L.P. and B.K.Rai. 1977. *Tribal Cultures of India*. New Delhi: Concept Publishing Company. (Page no. 25-74)

### UNIT 4 .

- Singh, K.S. 1976. *Tribal Movements in India*. Manohar Publishers. .
- Vidyarthi, L.P. 1972. Problems and Prospects of Tribal Development in India. *Indian Anthropologist*. Vol. 2, No. 2. pp. 80-93 .
- Xaxa, V. 2008. 'Tribal Movements: Rethinking in a comparative perspective'. In *State, Society, and Tribes: Issues in Post-colonial India*. Pearson. (page no 50-61)

### UNIT 5.

- Nongbri, T. 1999. 'Forest Policy in North - East India. *Indian Anthropologist*. Vol. 29, No. 2, pp. 1-36

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## Teaching Learning Process

Classroom teachings followed by discussion. Students are to read and come to class for debate and discussion. For practical exercises, every student is expected to work in a team; this will further enhance their ability to work with different kinds of people. It is mandatory for students to make presentation in the classroom; the presentation topics may be identified by the teacher and relevant reading materials may be suggested for preparation.

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### Assessment Methods

Students will be assessed continuously from the beginning of the semester. Each participation in discussion and presentation shall be awarded with points. At the end of semester, students are expected to seat for theory and practical examinations.

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### Keywords

Tribes; development; forest rights, migration

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## Public Health and Epidemiology (32153901)

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### Course Objective

1. To understand the principles of epidemiology
2. To learn the methods used in epidemiological research
3. To understand the role of environment and human behavior in determining morbidity and mortality in communities

### Course Learning Outcomes

1. Student should have basic understanding epidemiological principles
2. Should understand the how environment is associated with disease patterns
3. Student should understand the role of psychological factors in influencing the disease
4. Student will learn methods commonly used in epidemiological research

### Unit 1

Basic epidemiological concepts, overview of epidemiology methods used in research studies to address disease patterns in communities or populations

### Unit 2

#### **Environmental Health**

Effects of biological, chemical, and physical agents in environment on health (water, air and food); ecological model of population health

### Unit 3

#### **Psychological, Behavioural, and Social Issues in Public Health**

Cultural, social, behavioural, psychological and economic factors that influence health and illness; behavioural science theory and methods to understanding and resolving public health problems; assess knowledge, attitudes, behaviours towards disease and patient compliance to treatment.

### Unit 4

#### **Management of Health Care Program**

Health care management, methods for monitoring the achievements of health care programs, and framework of evidence-based decision-making in public health.

## Unit 5

### Epidemiology of disease

Methods for surveillance, assessment, prevention, and control of infectious and chronic diseases, disabilities, determining change in trend over time.

### Practical

Prepare a project report on topic related to epidemiology and public health by collecting real data from the field area. It will include study designing, data collection, analyses and report writing.

### References

1. Gordis L. (2004). Epidemiology. Third edition. Philadelphia: Elsevier Saunders. [Unit-1: Chapter-3, 4, 9 and 10; Unit-2 and 3: chapter-16; Unit-4: chapter-17]
2. Edberg M. (2013). Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition, Jones and Bartlett Publishers. [Unit-3: chapter-9, 12, 15]
3. Turnock B. (2016). Essentials of Public health. Jones & Bartlett Publishers. [Unit-4: chapter-6,7,8 Unit-5: chapter-11]

### Additional Resources:

1. Kovner AR, McAlearney AS, Neuhauser D. (2013). Health Services Management: Cases, Readings, and Commentary. 10th Ed. Chicago, IL: Health Administration Press.
2. Lee LM. (2010). Principles and Practice of Public Health Surveillance. Oxford University Press

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### Teaching Learning Process

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for a public health researcher. Process will involve lectures, project based learning, designing a research study, data collection with the help of fieldwork and report submission.

### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the quality of the project report submitted by the student (i.e. involvement of the student in every aspect of the report preparation for example, development of tools for data collection, fieldwork, data entry, analyses and writing).

### Keywords

epidemiology, public health, anthropology, environment, human behaviour

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## **Tourism Anthropology (32153907)**

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### **Course Objective**

Tourism is an important industry in India, valued and promoted by most of the states. Anthropologists have a close association to tourism, with an understanding of both the guest as well as the host community. The anthropology of tourism introduces the various aspects of tourism and anthropological approaches to it. It looks at the impact of tourism on the host community, its economy, culture, identity and ecology as well as how the experience of a culture can be transformative for the tourists also. Some of the key issues dealt in this paper are cultural aspects of tourism economy, cultural promotion and cultural preservation and its impact on authenticity and commodification of culture, fair and its management, ecotourism and sustainability. Types of tourism as well as well as leisure, culture learning, communication and promotion are explored in this paper.

### **Course Learning Outcomes**

The students should be able to explain the various aspects of tourism and the relationship between culture and tourism economy. They should be able to place anthropology of tourism in relationship to other sub-disciplines within anthropology and allied disciplines like tourism management. They should also be able to identify those aspects of culture which can draw in the tourists, as well as allow the communities to express itself and promote their culture. They should also be able to use their skills to identify the best practices for sustainable ecotourism, mutually beneficial for the host as well the guest.

### **Unit 1**

Anthropology of Tourism: Historical roots, objectives and scope. Interconnections between tourism history and the rise of the socio-cultural study of tourism; Concept of leisure; recreation and culture as exotica.

### **Unit 2**

Types of tourism: pilgrimage, health tourism, education and tourism, recreational visits, heritage tourism, nature visits, wildlife tourism, visiting relatives, fairs and festival in tribal and rural India., Tourism industry in India : Recent trends and challenges.

### **Unit 3**

Tourism and cross-cultural communication and interaction; role of symbolism, semiotics, and the imagination in tourism; tourism and the commodification of culture or cultural degradation, Issues of authenticity

## Unit 4

Culture as an industry: Its scope and challenges; heritage-making enterprises, revival and preservation projects, role of museums and other branches of the cultural industries" (including music, food, art and craft) in tourism economy.

## Unit 5

Ecotourism and sustainable development: tourism policy, applied aspects of anthropology in tourism development and planning

## Practical

1. Identification of three important tourist destinations including heritage, historical, religious, educational (Museum) and recreation spots and understand the historical, cultural, economic, religious and ecological aspects of tourism.
2. Case studies of any two ethnic fairs (frequented by tourists) to understand the representation of culture and culture as an industry. Case studies should focus upon the cultural creators (local people) and cultural consumers (visitors) to understand concepts like souvenir, commodification and cross-cultural communication.

## References

1. Chambers E. (2000). *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.
2. Crick M. (1995). *The Anthropologist as Tourist: An Identity in Question*. In Lanfant MF, Allcock JB, Bruner EM (eds.) *International Tourism: Identity and Change*. London: Sage. pp. 205-223.
3. Dann GMS, Nash D and Pearce PL. (1988). *Methodology in Tourism Research*. *Annals of Tourism Research*. 15:1-28.
4. Gmelch SB. (2004). *Tourists and Tourism: A Reader*. Long Grove: Waveland.
5. Graburn NHH. (1977). *Tourism: The Sacred Journey*. *Hosts and Guests: The Anthropology of Tourism*. Valene L. Smith, ed. Philadelphia: University of Pennsylvania Press. Pp. 33-47.
6. Dann G. (2002). *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International. 7. Nash D. (1996). *Anthropology of Tourism*. New York: Pergamon

## Additional Resources:

1. Picard M and Wood R. (1997). *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.

2. Crick M. (1994). Anthropology and the Study of Tourism: Theoretical and Personal Reflections. In Crick M (eds.). Resplendent Sites, Discordant Voices: Sri Lankans and International Tourism. Chur, Switzerland: Harwood Publishers.

3. Wood R. (1997). Tourism and the State: Ethnic Options and the Construction of Otherness. In Picard and Wood Tourism, Ethnicity and the State in Asian and Pacific Societies. University of Hawaii Press

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### Teaching Learning Process

The students will be encouraged to reflect and apply the ideas introduced to them in the class. Case studies and ethnographies about tourist places will be analysed and linked with similar well acquainted cases. Wherever possible documentaries and short ethnographic movies will also be shown and discussed. The students will be encouraged to speak on cultural emblems and tourist souvenirs and how they help create the cultural experiences of the tourists. They would be also encouraged to collect information about well-known tourist circuits and the local communities involved in tourism.

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### Assessment Methods

The candidates will be assessed both on the basis of their understanding of theory and practical. Other than the end term examination, students will also be accessed through quizzes, class participation in debates on their ability to work with the concepts and apply them in analysing actual tourist places. They would also be encouraged to design heritage walks, especially in the walled city area or other thematical walks within the city. The internal assessment will also form the part of total overall assessment.

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### Keywords

Tourist and traveller, Leisure Pilgrimage, Health tourisms, Ecotourism, Heritage, Culture industry, Commodification of Culture. Cross cultural communication.

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## Human Population Genetics (32151501)

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### Course Objective

1. To understand the basic tenets of human population genetics
2. To learn the concepts of evolutionary forces and their applications in studying human evolution
3. To understand the role of human genetic variation in shaping current structure of human populations

### Course Learning Outcomes

1. Student will have basic understanding of genetic principles of human populations
2. Should be able to appreciate the concept of polymorphisms and its applications in understanding genetic structure of human populations
3. Should understand different types of evolutionary forces and how these forces shape population structure
4. Student should understand the role of genetic variation in studying human populations and human evolution

### Unit 1

Landmarks in the history of population genetics, Concept of genetic polymorphism; haplotypes and haplogroups; transient, balanced polymorphisms; single locus versus multilocus inheritance and population structure

### Unit 2

Genotypic and allelic frequencies, assumptions of Hardy-Weinberg equilibrium, and its applications.

### Unit 3

Evolutionary forces: Concept of Mutation, Natural Selection, Genetic drift, Gene flow, admixture and inbreeding.

### Unit 4

Models explaining the maintenance of genetic polymorphism (Relationship between sickle cell and malaria, X-linked polymorphism and selection relaxation)

### Unit 5

HapMap Project; Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; Disease association studies.

## Unit 6

Palaeogenomics; Understanding of human evolution in the light of recent genetic advances

### Practical

1. Blood group typing-ABO; MN and Rh (D) blood groups
2. Color Blindness
3. Blood Collection, Plasma and RBC separation, transportation and storage in field

### References

1. Vogel and Moulusky (2010). *Human Genetics*. Springer [Unit-1: 487-506; Unit-4: 365-400; Unit-5: 640-643; Unit-6: 576-590]
2. Cooper DN and Kehrer-Sawatzki H. (2008). *Handbook of Human Molecular Evolution*. John Wiley & Sons, volume-2. [Unit-4 and Unit-5]
3. Cavalli-Sforza, L.L. and Bodmer, W.F (1971). *The Genetics of Human Population*. San Francisco: Freeman [Unit-2]

### Additional Resources:

1. Lewis R. (2009). *Human Genetics: Concepts and Applications* 9th Edition. The McGraw–Hill Companies, Inc.
2. Patch C. (2005). *Applied Genetics in Healthcare*. Taylor & Francis Group

### Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in human population genetics. Process will involve lectures, assignments, class-room discussions, laboratory experiments and appropriate inference of results and practical file preparation.

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### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory based experiments, inference of results and practical file preparation.

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### Keywords

human genetics, DNA, genetic structure, human evolution, natural selection, genetic drift

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## Anthropology of India (32151603)

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### Course Objective

1. To introduce students to significant aspects of Indian society and ethnographic works on Indian communities to familiarize and motivate them to obtain the basic knowledge and expertise in Indian anthropology.
2. To train students to appreciate rural India and look into the challenges and possibilities of village life and understand rural India in depth.

### Course Learning Outcomes

1. The students will be able to identify elements of tradition & values, that guide the social being in nation building
2. The knowledge of racial/ethnic/gender diversities will help students in critically evaluating existing policies in domains of rural, tribal and urban life suggesting relevant policy measures.
3. The students can be trained in understanding problems and prospects of and deprived and marginalized communities with special reference to the PVTGs.

### Unit 1

1. Origin, history and development of Anthropology in India, approaches to study Indian society and culture- traditional and contemporary.
2. Understanding the diversity of Indian social structure- concept of Varna, Stratification, Jati, Caste, Class, Ashram or purushartha, class and gender hierarchies- their economic and cultural impact, origin and evolution of social structures and their underlying philosophies.
3. Contribution of contemporary social and archeological anthropologists in India.

### Unit 2

1. Critical appraisal of contribution of Risley, Guha, Eickstedt and Sarkar towards understanding ethnic distinctness in the Indian populations.
2. Racial and linguistic elements in Indian population.
3. Contribution of contemporary biological anthropologists in India.

### Unit 3

1. Aspects of Indian village - Approaches to the study of peasants; economic and political organization, social organization, agriculture and impact of market economy on villages.
2. Basic concepts- Social structure and social change: concepts and approaches- Civilization, Folk-urban continuum, peasantry, Great tradition and little tradition, Sacred complex, Universalization and Parochialization, Sanskritization and Westernization, Multiple traditions, Ontogenetic changes in cultural traditions,

Dominant caste, Tribe-caste continuum, pseudo tribalism, Nature-Man-Spirit complex

#### Unit 4

1. Problems and prospects of Indian society. Glimpse of India through local and regional studies.
2. Tribal situation in India- biogenetic variability, linguistic and socio-economic educational facilities, shifting-cultivation, migration, forests and tribal unemployment, health and nutrition, tribal movement and quest for identity, Developmental projects- tribal displacements and rehabilitation problem, Impact of culture-contact, urbanization and industrialization on tribal and rural population.
3. Problems of exploitation and deprivation of Scheduled Caste/Tribe and Other Backward Classes.

#### Practical

1. Identify various traits/variables which can be used in racial classification and comment on its relevance.
2. Explore the biological diversity of any population group considering a minimum of five genetic traits.
3. Review a book/edited volume on Indian social structure such as caste, religion, tribe or rural population and give its salient features.
4. Highlight the contributions of any two contemporary Indian anthropologists.

#### Material Culture of India

The practical course shall be conducted in the museum. The artifacts marked under the below-mentioned category shall be issued to the student. Students may sketch the artifact or use digital image for practical exercises.

1. Hunting and Gathering; Agricultural implements:

Artifacts listed under this category may be studied by either sketching or using digital image, and following the prescribed format:

*Local Name; English equivalent; Geographical area; people/ethnic group who use it; uses; significance; meanings.*

Students are expected to make use of the departmental library to refer to monographs. The description should be based on literature review.

2. Musical Instruments:

The format is same as above, however, the student is expected to identify one musical instrument, and trace its origin. Gather its visual data from reliable sources or even primary source.

### 3. Personal Adornments:

The format remains the same as above. In addition, visual data can be gathered using authentic electronic source. Parallels can be drawn between the artifacts in the museum and contemporary ones.

### 4. Transportation:

Format as above. Each artifact to be identified, described and interpreted in its context.

### 5. Habitat:

The model tribal huts in the museum may be either hand-drawn or digital image. Descriptions should be based on the literature available of the concerned tribe.

## References

### Essential readings:

#### Unit 1:

- THE TRIBAL CULTURES OF INDIA BY I.P Vidyarthi and B.K.Rai. Concept publishing company. New Delhi. 1976. [Chapter 1: History of Indian Anthropology pages 3-24]
- Indian Society and Culture: continuity and change by Nadeem Hasnain. Jawahar publishers and distributors. 2004. New Delhi [Chapter 4: Bases of traditional Indian social system, 19-33pp]
- Caste its twentieth century avatar edited by M.N Srinivas .Penguin books. 1996. Mumbai [Caste in contemporary Rural India. pp 87-109pp]

#### Unit 2:

- Indian Society and Culture: continuity and change by Nadeem Hasnain. Jawahar publishers and distributors. 2004. New De [chapter-21: Racial / Ethnic and linguistic composition of Indian population 503-508pp]
- Tribal India by Nadeem Hasnain. Palak Prakashan. 1991. New Delhi. [Chapter 3: Tribes in India: Their classifications , 31-52pp]

#### Unit 3:

- Indian Anthropology by Nadeem Hasnain. Palak Prakashan. 1991. New Delhi. [section 4: chapters 12-16 of Civilization and its cultural process]
- Caste in modern India and other essays. Media promoters pvt.ltd. 1962. Mumbai. 1-148pp [Chapters 1-11].

#### Unit 4:

Tribal India by Nadeem Hasnain. Palak Prakashan. 1991. New Delhi. [Chapter 12- 161-166pp; Chapter 13: 167-210pp; Chapter 14: 211-220pp; Chapter 15: 221-224pp]

### Additional Resources:

1. Ghurye, G. S.(1932). *Caste and Race in India*, Sage Publication, Delhi.
2. Jodhka, S. (2012). *Village society, Readings on the Economy, Polity and Society*. Orient Blackswan. New Delhi.
3. Mandelbaum, D. (1972) *Society in India*, Sage Publication, Delhi.
4. Trautmann, T.R. (2011). *India: Brief history of Civilization*. Oxford University Press: Delhi.

(Relevant Indian ethnographies and monographs)

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### Teaching Learning Process

1. Identifying major parameters and details of tribal distribution in the map of India.
2. Seminar on Village India.
3. Group discussion on tribal problems and development measures.
4. Visual documentary on pertinent issues of Indian society.

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### Assessment Methods

1. Written assignment.
2. Oral presentation.
3. Objective questions test.
4. Essay writing.

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### Keywords

Keywords: Social structure, Social stratification, Caste, Tribe, Rural, Tradition, Peasant, Sanskritization, Urbanization, Industrialization, Modernization, Social change.

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## Anthropology of Religion, Politics and Economy (32155907)

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### Course Objective

1. The present course introduces students to the study of religion, economy and politics as social institutions.
2. The course aims to feed their scholarly instincts through knowledge of world religions, lived religions and matters significant to political, economic and environmental discourses governing the global canvas in contemporary contexts.

### Course Learning Outcomes

1. This course will attempt to inculcate a nature of appreciation towards religion, economy and political contexts of contemporary times and would develop an insight into related policies.
2. The students will get the opportunity to understand the definitional boundaries, contested meanings, approaches and methodologies for anthropological studies of religion in society.
3. The students can explore the processes of construction of religious identities through language, ideology, narratives and discourses in Indian contexts. They can explore the diverse ways in which religious identities are interpreted and utilized to build up ideas towards religious tolerance and respect for Human Rights.
4. The students can understand the applicability of religion and spirituality to the world of medical science wherein they can collect narratives on people's experiences on alternative modes of healing acknowledging practices like Yoga and holistic and alternative healing therapies.
5. The students can analyse and assess economic scenario and market opportunities for rural, tribal and urban set ups and be better equipped with subsistence level strategies that later help them emerge as consultants and entrepreneurs. They can evaluate the principles that govern nature of values, choices, decisions that give space to economic and social empowerment of especially, the deprived population groups.
6. This students can reflect on political affairs, civil society, local level politics in order to explore leadership possibilities and participate in nation building and world peace.

### Unit 1

The definition and essence of religion, approaches to the study of religion, anthropological theories of religion with respect to classical evolutionary, functional and interpretive approaches; animism, animatism, naturism, totemism, concept of sacred and profane, symbol. Myth and rituals, rites de passage, religious specialists; shamans, priest's mystics, witchcraft and sorcery, faith healing practices.

### Unit 2

Economic institutions, principles of production, distribution and consumption in simple and complex societies (hunting and gathering, horticultural, pastoral, agriculture, industrial societies), principles of reciprocity and Gift-giving, re-distribution, barter, market and trade,

Critical examination of relationship between economy and society through, neo-classical, substantivist, Neo-Marxist, concepts of economic liberalisation and globalisation

### Unit 3

Political institutions, concepts of power and authority, types of authority, state and stateless societies; law and justice in simple and complex societies; the prospects for democracy and tolerance among and within the world's diverse civilisations; the meaning and sources of identity in complex contemporary societies; the origins of modern politics, its institutions and cultures, both Western and non-Western.

### Unit 4

Inter-relationship between religion, politics and economy with reference to modernity, post modernity, globalisation and secularisation, religious reform movements, emergence of new religious sects in the global order, new age movements, religious conversion, religious pluralism, secularisation. Religion and human rights, contribution of Indian anthropologists to the study of religion.

### Practical

1. Case study of any social institution (religion, economy or political) with respect to cultural perspective.
2. Review of an ethnography/monograph depicting significant dimensions of religion, economy and polity.

### References

#### Essential readings

#### Unit 1-

Winzeler L.Robert, Anthropology and Religion;what we know,think and question,second edition,Altamira press,2012,U.S.A[Chapter 1-pages -1-19; Chapter 7- pages,129-144; Chapter 8- pages 151-171;Chapter 9- pages 177-192]

#### UNIT 2-

Wilk R.Richard and Cliggett,LisaWestview press, Economies and Culture,2007,U.S. [Chapter1-pages 1-27; Chapter 2- pages 1-46; Chapter 3- pages 49-79; Chapter4- pages 83-94; Chapter 6- pages 153-175]

#### UNIT III-

Balandier G. (1967). Political Anthropology. Middlesex: Penguin.France. Chapter 1 The construction of political anthropology, pages 2-13 [Chapter2- pp- 22-41; Chapter 3- pages 50-72; Chapter 4-pages 78-95; Chapter 6- pages 123-151]

## UNIT IV-

Winzeler L.Robert, Anthropology and Religion;what we know,think and question,second edition,Altamira press,2012,U.S.A [Chapter 10- pages 197-214]

Eller,J.David .Introducing Anthropology of Religion Linking culture to the ultimate.Routledge.2007.N.Y. [Chapter 7- pages 160-186; Chapter 10- pages 247-273]

### Additional Resources:

1. Clammer, John. (1985). Anthropology and Political economy: Theoretical and Asian perspectives. New York:Palgrave Macmillan.
2. Durkheim E. (1986). The elementary forms of the religious life:A study in religious sociology. New York:Macmillan.
3. Evans-Pritchard, E. E. (1937). Witchcraft, Oracles and Magic among the Azande. Oxford: Clarendon Press.
4. Malinowski, B. (1922). Argonauts of the Western Pacific. London: Routledge.

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### Teaching Learning Process

1. Discussion on documentaries/Visual ethnographies in the domain of religion.
2. Classroom Discussion on readings provided to the students.
3. collection and description of narratives existing in day to day life of people to trace link between religion economy and polity.
4. Group discussions on contemporary relevance issues in related domains based on the general awareness issues and focus group discussions.

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### Assessment Methods

1. Presentation on a topic of their interest to test their theoretical knowledge.
2. Written assignment to test their rationalising ability.
3. Debate and Discussion. Students will be evaluated on their critical thinking and analytical skills of arguments.
4. Student seminar on contemporary issues of religion, economy and polity

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### Keywords

Religion, Rituals, Shamans, Witchcraft, New religious movements, Religious pluralism, Subsistence, Markets, Globalisation, Power, Authority, State and Stateless societies, Democracy, Identity.

## **Dissertation**

**(32155916)**

### **Course Objective**

1. To learn the scientific art of fieldwork and conducting systematic research by primary data collection.
2. To write the dissertation based on research work.

### **Course Learning Outcomes**

1. Student will learn the process of data collection, art of rapport establishment, conducting scientific research, real field based problems and their contextual solutions and scientific writing skills

### **Unit 1**

The students will be required to visit a designated ethnographic field site under the guidance of supervisors and supporting technical staff to collect ethnographic and biological anthropological data from the ethnic group(s).

They will be required to learn to collect the data, manage the data, analyze the data and interpret the data in the light of existing knowledge from a critical perspective.

### **Practical**

Maximum two weeks fieldwork of B.Sc. students in a rural/urban community for data collection. Based on the collected data student has to prepare a comprehensive dissertation after data analysis.

### **References**

1. Lévi-Strauss, C. (2010). *The savage mind*. Chicago: Univ. of Chicago Press.
2. Powdermaker, H. (2000). *Stranger and friend: the way of an anthropologist*. New York: Norton & Company.
3. Smith, L. T. (2012). *Decolonizing methodologies: research and indigenous peoples*. London: Zed.
4. Vinay Kumar Srivastava (2005). *Methodology and Fieldwork (Sociology and Social Anthropology)*. Oxford University Press

### **Additional Resources:**

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### **Teaching Learning Process**

Supervisor will be assigned to B.Sc. students for facilitating the process of dissertation writing. A combined fieldwork of the entire class for two weeks will be taken in a tribal/rural/urban community for holistic data collection.

### **Assessment Methods**

The student will be assessed for their skills in rapport establishment in the field, team spirit, management of field notes and collected data, analytical and critical writing skills in the presentation and interpretation of the data. The assessment of dissertation would be made in viva-voce examination which will evaluate the above mentioned skills.

### **Keywords**

Fieldwork, data collection, data analysis, dissertation writing.

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## Sports and Nutritional Anthropology (32155902)

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### Course Objective

1. To acquaint the students with the fundamental concepts of sports and nutritional anthropology
2. To give the student a basic understanding of nutritional, genetic and environmental components affecting physical performance and sports.

### Course Learning Outcomes

Students will learn the importance of anthropological knowledge in sports and nutrition along with physiological and environmental impact on physical performance of athletes. They will also learn human variability in the context of ethnicity, food preference and potential physical performance.

### Unit 1

#### Anthropology of sports

1. Scope and importance of sports and nutritional anthropology
2. Physical fitness in sports
3. Components of physical fitness

### Unit 2

#### Physical conditioning

1. Physical conditioning and training-techniques
2. Physiological and environmental effects on physical performance: effect of heat stress, cold stress and high altitude on physiological response and performance
3. Human biological variability, doping and performance

### Unit 3

#### Body composition and Athletes

1. Sports selection and monitoring
2. Talent identification, factors affecting athlete performance
3. Genetic and environmental factors of body composition and performance

## Unit 4

### Nutrition in sports

1. Importance of nutrition in sports
2. Cultural constructions and physiologic implications of food across time, space and society
3. Integrated bio-behavioural perspective towards food preference health and nutrition

### Practical

1. Assessment of daily nutrient intake
2. Evaluate association of nutritional status and physical performance
3. Demonstrate cultural perspective for preference of specific food of a population

### References

#### Unit-1

- Brughart, R. (1990). The Cultural Context of Diet, Disease and the Body. In Diet and Disease in Traditional and Developing Societies. GA Harrison and JC Waterlow, (eds.) P. 307-325.
- Evolution: Toward a Theory of Food Habits. M. Harris and EB Ross (eds.). Temple University Press. Philadelphia, pp. 181-205.

#### Unit 2

- Ulijasek, S.J. and Strickland, S.S. (1993). Introduction. In Nutritional Anthropology: Prospects and Perspectives. Pp. 1-5. Smith Gordon. London.

#### Unit 3

- Stinson, S. (1992). Nutritional Adaptation. Annual Review of Anthropology, 21:143-170

#### Unit 4

- Khanna, K., Gupta, S., Passi, S.J., Seth, R. and Puri, R.M. (2016). Textbook of Nutrition and Dietetics. (2nd Eds.), Elite Publishing House, New Delhi chapter 13 page 200 -219.
- Stinson, S. (1992). Nutritional Adaptation. Annual Review of Anthropology, 21:143-170

### Additional Resources:

1. Quandt, S.A. (1987). *Methods for Determining Dietary Intake*. In Nutritional Anthropology. FE Johnston, ed. Pp. 67-84. Liss. NY.
2. Ulijasek, S.J. and Strickland, S.S. (1993). *Introduction*. In Nutritional Anthropology: Prospects and Perspectives. Pp. 1-5. Smith Gordon. London.

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### Teaching Learning Process

1. Classroom teachings
2. Seminars and presentations
3. Practical classes

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### Assessment Methods

1. Assessment of assignments and practical records
2. Theory and practical examinations.

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### Keywords

Physical performance, nutrition, athletes, physical fitness

## **Anthropology of Kinship, Family and Marriage**

**(32155917)**

### **Course Objective**

This course provides an examination of social aspects of kinship systems, gender, and personhood, and analysed through ethnographic examples from across the world. It aims to equip students with the analytical tools to engage in theoretical debates concerning concepts such as 'kinship', 'marriage', the relationship between 'nature' and 'culture', virtual communities. The course also attempts to elucidate the anthropological debates on transnational adoption, migration, abortion, surrogacy, and familiarises students with a range of contemporary issues.

### **Course Learning Outcomes**

1. The student will learn to engage in theoretical debates analytically.
2. The student will be able to understand global processes, technological innovation, and governmental strategies that affect kinship relationships.
3. Tracing genealogy using virtual apps not only to construct family tree but discover long lost relatives too.
4. Ability to anthropologically analyze photographs, visuals, and graphics in relation to kinship.

### **Unit 1**

Kinship as social system; Descent – Alliance Debate; Nature, Culture, Gender; Rethinking kinship usages

### **Unit 2**

Technologies and making kin; Online communities, Virtual kinship; Debates on adoption, abortion, surrogacy

### **Unit 3**

Contemporary and emerging theories in studying family; Cultural construction of families

### **Unit 4**

Marriage rules and Patterns of Marriage in India; Marriage prestation; Marriage and Globalization

## Practical

1. Construct virtual genealogy of self, using relevant apps.
2. Identify variables of social transformation like age at marriage, education, occupational change (gender based), and gender-based migration patterns using genealogical method.
3. Study the functions, norms, values and changes in family using autoethnography method.
4. Visualising marriage: To study the impact of globalization by using photography, videos and other graphics.

## References

- UNIT 1. Evans-Pritchard, E.E. *Kinship and Marriage among the Nuer*. Oxford: Clarendon Press. (Page 1-28) Goody J. (1973). *The Character of Kinship*. Cambridge University Press, (Page: 53-58; 175-190)
- Moore H. and Sanders T. (2006). *Anthropology in Theory: Issues in Epistemology* (eds), Blackwell. (Chapter-49)
- Ortner, S. 1972. "Is Female as to Male as Nature is to Culture". *Feminist Studies*. Vol. 1, No. 2 (Autumn, 1972), pp. 5-31.
- Parkin R. (1997). *Kinship: An introduction to Basic Concepts*, Blackwell (1997) (Chapter-10)
- UNIT 2. Fortes, Meyer. 1970. *Time and Social Structure and Other Essays*. London: Athlone.
- Levine, H.B. 2003. Gestational Surrogacy: Nature and Culture in Kinship. *Ethnology*, Vol. 42, No. 3: pp. 173-185.
- Wilson, S.M. and L. Peterson. 2002. "The Anthropology of Online Communities". *Annual Review of Anthropology*, 31: Page no. 449-67.
- UNIT 3. Bengtson, Vern.L., Alan C. Acock, Katherine R. Allen. 2005. *Sourcebook of Family Theory and Research*. Sage Publications. (Chapter 2 and 3)
- UNIT 4. Uberoi, P. 1993. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press (Introduction chapter)

## Additional resources:

- Morgan, L.H. 1870. *Systems of Consanguinity and Affinity of the Human Family*. Washington DC: Smithsonian Institution. (All chapters)
- Radcliffe-Brown, A.R. 1952. *Structure and Function in Primitive Society*. London: Cohen & West. (all chapters)
- Schneider, D. 1968. *American Kinship*. Englewood Cliffs, NJ: Prentice Hall. (all chapters)
- Uberoi, P. 1993. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press
- Wilson, S.M. and L. Peterson. 2002. "The Anthropology of Online Communities". *Annual Review of Anthropology*, 31: 449-67.

## Teaching Learning Process

The teacher will introduce important themes in the classroom in the form of lecture. Supplementary reading materials to be made available to the students for

class discussion. Students are expected to read before coming to class and engage in discussion and debate. Each student has to individually complete practical exercises. Some exercises can be done in a group to enhance teamwork spirit.

### **Assessment Methods**

As per university rules.

### **Keywords**

Kinship, descent, alliance, family, marriage, new reproductive technology, virtual Community

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## Physiological Anthropology (32155901)

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### Course Objective

1. To understand the fundamentals of physiological anthropology
2. To understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. To learn the relationship between physique and human body composition

### Course Learning Outcomes

1. Student should understand the fundamentals of physiological anthropology
2. Should understand the concept of physical performance, physiological adaptation and factors influencing adaptation.
3. Student will learn the relationship between physique and human body composition

### Unit 1

Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, haematocrit, etc)

### Unit 2

Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise and physiological adaptations

### Unit 3

Cardio-vascular and respiratory endurance, physical working capacity and physical fitness; relationship of body measurements with cardio-vascular and respiratory functions.

### Unit 4

Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition.

### Practical

1. Cardiovascular function (Blood pressure, heart rate, pulse rate)
2. Respiratory function (Tidal volume, vital capacity, forced vital capacity, minute ventilation etc.)
3. Haemoglobin estimation
4. Step-test

## References

### Unit 1

Fundamentals of work physiology- homeostasis; metabolism and energy and systems- *Exercise Physiology Energy , Nutrition and Human Performance* by McArdle , Katch and Katch .Chapter 24(Page 334-341)

Exercise, respiratory system and haemodynamics (blood pressure, pulse, rate, heart rate, heamatocrit, etc) – *Exercise Physiology Energy , Nutrition and Human Performance* by McArdle , Katch and Katch . Chapter 12(Page 154-167), Chapter 13(Page 168-179) and Chapter 14(Page 180-196)

### Unit 2

Acute physiological adjustments during transition from resting homeostasis to submaximal and maximal exercise and physiological adaptations- *Exercise Physiology Energy , Nutrition and Human Performance* by McArdle , Katch and Katch . Chapter 23(Page 322-333) and Chapter 24(Page 334-353)

### Unit 3

Cardio-vascular and respiratory endurance- *Exercise Physiology Energy , Nutrition and Human Performance* by McArdle , Katch and Katch . Chapter 15(Page 197-209) , Chapter 16(Page 210-218) and Chapter 17(Page 219-233)

Physical working capacity and physical fitness; relationship of body measurements with cardio-vascular and respiratory functions- *Physical Activity and Health* by C. Bouchard, S.N Blair, W.L Haskell Chapter 3(Page 37-42)

### Unit 4

Physical performance and environmental stress; inter-relationship between physique, body composition and nutrition . *Exercise Physiology Energy , Nutrition and Human Performance* by McArdle , Katch and Katch . Chapter 23(Page 322-333) ,Chapter 26(Page 368-391) and Chapter 27(Page 392-404)

### Additional Resources:

1. Wildmaier EP, Raff H, Strang KT. (2014). Vander's Human Physiology: The Mechanisms of Body. Mc Graw Hill Education.
2. Hale T. (2003). Exercise Physiology. England :John Wiley & Sons Inc.

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## Teaching Learning Process

The process of learning will involve acquisition of subject knowledge and understanding of skills required for a physiological anthropologist. Process will involve lectures, class-room discussion, assignments and practicals.

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### Assessment Methods

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the physiological tests in appropriate manner.

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### Keywords

human physiology, anthropology, environment, body composition

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## Indian Archaeology (32155909)

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### Course Objective

1. To understand the evolutionary perspective of human prehistoric society in India with the help of archaeological cultural remains
2. To learn tool typology and its classification for the reconstruction of prehistoric societies.

### Course Learning Outcomes

1. Student should understand the landscape of Indian archaeological sites and their relevance in studying prehistoric Indian societies.
2. Student should be able to identify the tools, appreciate the tool typology and classify it appropriately

### Unit 1

#### Understanding culture

- a. Technique of tool manufacture and estimation of their relative efficiency;
- b. Classification of tools: primary and combination fabrication techniques;
- c. Typology and cultural nomenclature

### Unit 2

Methods of climatic reconstruction: palynology, paleontology, soil pH estimation.

### Unit 3

#### Prehistoric India

- Pleistocene chronology of India: A critical assessment

### Unit 4

Character, distribution and interpretation of habitat and economy of :

- i Lower palaeolithic
- ii Middle palaeolithic
- iii Upper palaeolithic
- iv Mesolithic culture

v Art, ritual and belief

### Practical

1. Identification of tools:

(a) Handaxe varieties, chopper/chopping tools

(b) Cleaver varieties

(c) Side scraper varieties

(d) Knives

(e) Burins

2. Identification of lithic technology

(f) End scrapers

(g) Borers

(h) Microlithic tools

(i) Bone tools

### References

1. Renfrew Colin and Bahn Paul, *Archaeology: Theories, Methods and Practice*. New York:Thames & Hudson, 6<sup>th</sup> Edition, 2012.
2. Fagan [Brian M. and Nadia Durrani](#), *In the Beginning: An Introduction to Archaeology*, London: Routledge, 14th Edition 2014.
3. Chakrabarati, Dilip K. *India - An Archaeological History: Paleolithic Beginnings to Early History*. Oxford: Oxford University Press, 2009.

### Additional Resources:

1. Allchin, Bridget and Allchin, Raymond F. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 2003.
2. Odell, G.H. *Stone Tools: Theoretical Insights into Human Prehistory*, New York: Plenum press, 1996.
3. Moloney and Shott, M.J. *Lithic Analysis at the Millennium*, New York: Routledge, 2016.

### Teaching Learning Process

The process of learning will involve acquisition of domain knowledge and understanding of skills required for conducting research in Indian archaeology. Process will involve lectures, assignments, class-room discussions, practicals and appropriate inference of results and practical file preparation.

**Assessment Methods**

This theoretical understanding of the student will be assessed using time-constrained examination. The assessment of the practical will be based on the conducting the laboratory based experiments, inference of results and practical file preparation.

**Keywords**

Geochronology, India archaeology, Cave paintings

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## **Business and Corporate Anthropology (32153903)**

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### **Course Objective**

1. To understand the meaning of Business anthropology and Corporate Anthropology in contemporary contexts.
2. To learn different methodologies of advancing Business Anthropology in Business Organisations & Corporate Environment.
3. To critically evaluate the ethical concerns of a Business Anthropologist to work in Business Organisations and Corporate Sectors as an insider (employee) and as a (consultant) outsider.

### **Course Learning Outcomes**

1. The students will be able to learn key concepts in the Business and Corporate Anthropology which can be employed in their ethnographic encounters from different perspectives in Business and Corporate organizations including Healthcare sectors and NGO's.
2. Link anthropological skills to Information technology, communications networks and Human Resource Management to serve as Business and Corporate Anthropologists.
3. The students will may serve as good entrepreneurs in innovative product designing and launching.
4. To students can be determine patterns of consumer behavior and organizational behavior and can also understand significance of business entrepreneurship.

### **Unit 1**

Introduction-History and Growth of Business and Corporate Anthropology : Industrial Anthropology and Human Relations School(1930-1960); The Ethics questions(1960-1980),The rebirth of Business Anthropology, 1980 and Beyond. Basic concepts: Group, Role and Status, organisation, Corporate, organisational culture, Business and Business Management and behaviour Network.

### **Unit 2**

Unit: II. Anthropology and consumer behaviour: Basic concepts- customer ,consumer, market anthropological theory and practice in marketing and consumer behaviour. Cross- cultural marketing.

### **Unit 3**

Doing Anthropology in Organisational contexts: Applied anthropology in industry, Complex Health care organisations. Advancing ethnography in corporate environments: Challenges and opportunities.

## Unit 4

Globalization, international trade and anthropology- Understanding the process of globalisation, information technology , communication networks and international trade.

## Unit 5

Techniques for Conducting Fieldwork for Business Organizations: conventional ethnographic methods, Rapid ethnography, Ethnography for systems development and product design, Doing corporate ethnography as an insider and outsider, Analysis of Relationships, Semiotic analysis, Video based introduction Analysis, Virtual ethnography and making use of electronic data. multiple techniques and rapid assessment.

## Practical

1. Conduct a ethnography of Retail business.
2. Make a brief report only on any one dimension of the corporate sector and give your assessment.
3. Observation of consumer behaviour in market set ups.
4. Exercise on innovative product launching.
5. Network analysis in Business and corporate organisations.

## References

Unit 1-**Book** : Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. 2003.

Chapter 1: The Anthropological approach. pages 1-9

Chapter 2-A history of anthropology in western organisational life, pages 9- 20

UNIT 2-**book**-Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. 2003.

Chapter 4-Seeing cultural groupings pages 43-63

Chapter 6-Marketing and consumer behaviour pages 73-81

Unit 3-**Book** Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. 2003.

Chapter 3- Techniques for conducting fieldwork for business organisations pages 23-42

Chapter 8-organisational anthropology- pages 100-108

Unit 4- **Book** Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. 2003.

Chapter-understanding issues of globalisation pages 109-125

Unit 5- **Book** Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. 2003.

Chapter 3- Techniques for conducting fieldwork for business organisations pages 23-42 .

**Book** Advancing ethnography in Corporate Environments: Challenges and emerging opportunities by Brigitte Jordan (eds), left coursst press inc, Walnut Creek, CA.2013.

### Additional Resources:

- Tian, R, M. Lillis, and Van Marrewijk, A.H. (2010) General Business Anthropology, [M]. Miami, FL: North American Business Press.
- Tian, R.(2010),The Unique Contributions and Unique Methodologies: A Concise Overview of the Applications of Business Anthropology [J]. International Journal of Business Anthropology, 1 (2):70-88.
- Hoffer, Lee D. 2006. Junkie business: the evolution and operation of a heroin dealing network. Australia: Thomson/Wadsworth. ·
- Ortiz, Horacio. 2014. "The Limits of Financial Imagination: Free Investors, Efficient Markets, and Crisis". American Anthropologist. 116 (1): 38-50.

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### Teaching Learning Process

1. Innovative field exercises in markets, business set and corporate organisations.
2. Group discussion.
3. Review of a corporate ethnography

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### Assessment Methods

1. Oral presentation on strategies of problem identification of Business and corporate set ups and related solution.
2. Written assignment.
3. Essay on relevance of Business and corporate ethnography in contemporary times.

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### Keywords

Business, corporate, ethnography, network, organisational culture, human resource, entrepreneurship, market, information technology, information technology, globalisation.

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## Media Anthropology (32153905)

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### Course Objective

1. The course intends to focus on comprehending media, not simply as cultural products but social processes.
2. Seeks to explore key theoretical approaches to understanding the relationship between media and changing forms of society.
3. To understand the impact of new media on society

### Course Learning Outcomes

1. Comprehensive understanding of discipline knowledge
2. Students will be able to work in team and hone their communication skills  
Intercultural competency, able to determine and contribute to desirable social outcomes

### Unit 1

Theoretical Foundations: Introduction to Media Anthropology; Intellectual Antecedents

### Unit 2

Audiences, Consumption and Identity Formation: The Social and Material Life of Cinema; Television and the Cultural Politics of Nation; Gender and Subjectivity; the Nation and Temporality; Media as Material Objects.

### Unit 3

The Cultural Work of Mass Media Production: Producing Bollywood; indianization of hollywood.

### Unit 4

The Social Sites of Film and TV Production; the Exigencies of Commercial Filmmaking; the Constraints of Public Television Production.

### Unit 5

Producing Reality - Journalism and Advertising; News as Social Practice; the Local and the Global in Advertising.

### Unit 6

Small Media: Materiality, Circulation, Everyday Life & Social Transformations; Indigenous Media and Cultural Activism; The Social and Material Lives of Cell Phones; Media as Social

Infrastructure - The Case of Facebook; Learning from New Media; The Possibilities & Constraints of YouTube.

### Practical

1. Visit any Mass Media Company and submit a report on any one dimension.
2. Making a schedule and testing the same in the field with focus on any form of media.
3. Gender representation in media/ advertisements
4. Submit a report on the behavioural pattern of media people.

### References

#### UNIT 1:

- Eiselein, E.B. and M. Topper. 1976. 'Media Anthropology: Theoretical Framework'. *Human Organization*, Vol. 35, No. 2, pp. 113-121. .
- Miller, D. and h. Horst. 2012. 'The Digital and the Human: A prospectus for Digital Anthropology'. In H.A. Horst and D. Miller (eds) *Digital Anthropology*. London: Berg. (page no. 3-38) .
- Miller,D., Elisabetta Costa, Nell Haynes, Tom McDonald, RazvanNicolescu, Jolynna Sinanan, Juliano Spyer, Shriram Venkatraman and Xinyuan Wang. 2016. *How the World Changed Social Media*. UCL Press.(page no. 9-24)

#### UNIT 2: .

- Postill, J. 2012. 'Digital Politics and Political Engagements'. In H.A. Horst and D. Miller (eds) *Digital Anthropology*. London: Berg. (page no. 165-184) .
- Ginsburg,F.D., Lila Abu-Lughod,and Brian Larkin (eds). *Media Worlds: Anthropology on New Terrain*. Berkeley: University of California Press. (Page no. 115-188) .
- Lett, J. 1987. An Anthropological View of Television Journalism. *Human Organization*, Vol. 46, No. 4 (Winter 1987), pp. 356-359.

#### UNIT 3: .

- Ganti, T. 2002. "And Yet My Heart Is Still Indian": The Bombay Film Industry and the (H)Indianization of Hollywood. In Ginsburg,F.D., Lila Abu-Lughod,and Brian Larkin (eds). *Media Worlds: Anthropology on New Terrain*. Berkeley: University of California Press.(page no. 281-300) .
- Spitulnik, D. 1993. 'Anthropology and Mass Media'. *Annual Review of Anthropology*, Vol. 22 (1993), pp. 293-315

#### UNIT 4:

Ginsburg,F.D., Lila Abu-Lughod,and Brian Larkin (eds). *Media Worlds: Anthropology on New Terrain*. Berkeley: University of California Press. (Page no. 247-318)

## UNIT 5:

- Banks, M. 2001. *Visual Methods in Social Research*. London: Sage Publications. (Page no. 13-42) .
- Goffman, E. 1976. *Gender Advertisements*. New York: Harper and Row Publishers. (page no. 24-80)

## UNIT 6:

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- Miller. D. 2012. 'Social Networking Sites. In H.A. Horst and D. Miller (eds) *Digital Anthropology*. London: Berg. (page no. 146-164) .
- Ginsburg, F.D. 2002. 'Screen Memories: Resignifying the Traditional in Indigenous Media'. In Ginsburg,F.D., Lila Abu-Lughod,and Brian Larkin (eds). *Media Worlds: Anthropology on New Terrain*. Berkeley: University of California Press.(page no. 39-57) .
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- Sinanan, J. 2017. 'The social media landscape: new media and 'old' media '. In J. Sinanan's *Social Media in Trinidad: Values and Visibility*. UCL Press. (page no. 30-56)

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### Additional Resources:

1. Ginsburg, Faye D., Lila Abu-Lughod, and Brian Larkin. 2002. *Media Worlds: Anthropology on New Terrain*. Berkeley: University of California Press
2. Horst, Heather A. and Daniel Miller. 2012. *Digital Anthropology*. London: Berg
3. Rothenbuhler, Eric W, Mihai Coman. 2005. *Media anthropology*. California: Sage.

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## Teaching Learning Process

Classroom teachings followed by discussion. Students will be given relevant articles on media; they are to read and come to class for debate and discussion. For practical exercises, every student is expected to work in a team; this will further enhance their ability to work with different kinds of people. It is mandatory for students to make presentation in the classroom; the presentation topics may be identified by the teacher and relevant reading materials may be suggested for preparation. Students will also be visiting big media companies in Delhi for observation of any dimension identified by the teacher-in-charge.

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## Assessment Methods

Students will be assessed continuously from the beginning of the semester. Each participation in discussion and presentation shall be awarded with points. At the end of semester, students are expected to seat for theory and practical examinations.

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### Keywords

media; cinema; journalism; ethnography; television; print media; mass media; new media