

**B.Sc. Anthropology, Part-IV, Semester-7 and 8**

<b>B.Sc. Anthropology, Part-IV</b>				
	<b>Semester-7</b>	<b>Page No.</b>	<b>Semester-8</b>	<b>Page No.</b>
	<b>Discipline Specific Core (DSC)</b>	<b>2-11</b>	<b>Discipline Specific Core (DSC)</b>	<b>12-25</b>
	Ethnic and Cultural Diversity of India		Anthropology of Public Policy	
	<b>Choose Three Papers from DSE OR Two DSE and One GE</b>		<b>Choose Three Papers from DSE OR Two DSE and One GE</b>	
	<b>Discipline Specific Elective [DSE]</b>		<b>Discipline Specific Elective [DSE]</b>	
	Genetics of Health and Disease*		Ergonomic Anthropology	
	Primate Behavior		Health, Illness and Culture	
	Anthropology of Development		Anthropology of Technology	
	Epidemiology and Public Health		Demographic Anthropology	
	<b>Generic Elective</b>		<b>Generic Elective</b>	
	Choose from the Pool of given GE Papers		Choose from the Pool of given GE Papers	

*\*This paper can only be taken by those who had opted Human Population Genetics in Semester-6*

*\*This paper can only be taken by those who had opted Anthropology of Health and Wellbeing in Semester-5*

*\*\*Fieldwork given in Semester-4, 6, 7 and 8 are essential and the most important aspect of Anthropology and must be conducted in area outside Delhi and NCR region for duration as given in the syllabus*

## SEMESTER-7

### DISCIPLINE SPECIFIC CORE

#### 1. Ethnic and Cultural Diversity of India

### DISCIPLINE SPECIFIC ELECTIVE COURSE

#### Ethnic and Cultural diversity of India

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ethnic and Cultural diversity of India	04	03	01	Nil	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course Objectives

Indian Civilization is an unique synthesis of time, thoughts and action. It encapsulates the ethos of pluralism, unity in diversity and cultural synthesis of 4635 communities. There have been numerous attempts made to classify the people of India on the basis of genetic, linguistic, cultural, economic and ecological markers. This paper would be a critical appraisal of all such systems of classification. It would also deal with the origin, evolution and foundation of social life in India and the composition of Indian civilization. The underlying focus of this paper is on the factors which contributes to the unity of Indian civilization inspite of the wide diversity.

#### Learning Outcomes:

Students would be able to understand the composition, origin and evolution of Indian civilization and thereby appreciate the contextual and reflexive nature of Indian civilization and shortcoming of the universal approaches of western theories. They will be able to explain the critical concepts of tribe caste, class, gender in understanding of Indian social reality.

#### Unit I:

Introduction to India as a Civilization: Foundations of social life - The origin and evolution of social structures and their underlying philosophies. Meaning of India

## **Unit II:**

People of India: A critical appraisal of classifications of people of India; Communities in India and the diversity of social structure; Culture zones in India.

## **Unit III**

Social realities and Ethnic identities – Region, Place, Language, Caste, Class, Tribe, Religion and Gender.

## **Unit IV**

Indian Pluralism; Unity in diversity; Safeguards and Celebrating the Diversity.

## **Practical**

1. Mapping of Cultural, Community, Linguistic, Geographical, Religious, Behavioural and Other diversities of India.
2. Project based on aspects of Social and Cultural Identities.

## **Suggested Literature**

1. Bose, N.K. 1961. *The Structure of Hindu Society*. Delhi: Orient Longman.
2. Cohn S. Bernard. 2000. *India: The Social Anthropology of Civilization*. Delhi: Oxford University Press.
- Dube, S.C. 1990. *Indian Society*. India: NBT.
3. Dirks Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton: Princeton University Press.
4. Gupta, Dipankar (ed). *Social Stratification*. Delhi: Oxford University Press.
5. Karve, Irawati 1961. *Hindu Society: An Interpretation*. Poona: Deccan College
6. Mandelbaum, D.G. 1970. *Society in India: Changes and Continuities*. Bombay: Popular Prakashan.
7. Srivastava V. K. 1997, *Religious Renunciation of a Pastoral People*. Delhi: Oxford University Press

## **Teaching Learning Process**

The process of learning will involve acquisition of disciplinary knowledge and understanding of skills required for understating and appreciating the diversity and Indian pluralism. It will involve lectures, project-based learning, designing a research study, data collection with the help of fieldwork and report submission.

## Assessment Methods

Theoretical understanding of the student will be assessed through internal assessment, projects and end term theory and tutorial-based assessment, on the basis of the modalities outlined by the university.

## Keywords

India as a Civilization, People of India, Communities in India, Ethnicity and Indian Pluralism

## Genetics of Health and Disease

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Genetics of Health and Disease	04	03	Nil	01	Class XII pass*	Condition for opting

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

*\*This paper can only be taken by those who had opted Human Population Genetics in Semester-6*

## Course Objectives

1. To understand the basic tenets of genetics of health and disease
2. To understand various methodologies for the identification of genetic variation.
3. To understand the role of large-scale genetic investigations in determining the diverse genetic make-up of human population groups.

## Learning Outcomes

Students will learn

1. The historical transition and continuities of genetic health research and how genetic research contributes to health and disease.
2. The classical and modern approaches in conducting genetic epidemiological studies.
3. Different types of mega data projects and ethical considerations while implementing the findings of genetics research

## Unit-1

Introduction, scope and strategies of genetic epidemiology in 21<sup>st</sup> century. Databases in Human genetics or genetic epidemiology. Concept of heritability, Linkage, LOD score, Linkage disequilibrium and Twin studies and Family based genetic studies

## Unit-2

Genotype-phenotype correlation, Genetic association studies: Candidate gene approach, Genome-wide association studies, Whole genome association study. Genetics of biomedical and behavioral traits

## Unit-3

Overview of HapMap Project, 1000 Genome Project, UK Biobank, Genome India Project, Human Population Structure, Ethical considerations

## Unit-4

Epigenomics, Epigenetic markers, Gene-environment interaction in health and disease. X-inactivation, imprinting, and epigenetic memory. Multifactorial inheritance of common traits and diseases, Behavioral genetics. Pharmacogenetics, Personalized medicine, Genetic counselling and pre-natal diagnosis,

## Unit-5

Cancer Genetics, Oncogenes, Tumor suppressor genes, Genome-wide understanding of cancer

## Practical

- DNA Extraction
- DNA Amplification: Polymerase chain reaction [PCR]
- DNA Quantification
- Genotyping

## References

1. Vogel and Moulusky (2010). *Human Genetics*. Springer
2. Khoury M, Bedrosian S, Gwinn M, Higgins J, Ioannidis J, Little J (2010). *Human Genome Epidemiology*. Oxford University Press.
3. Gustafson JP, Tayler J, Stacey G (2008). *Genomics of Disease*. Springer
4. Timothy J.A. Chico (Eds.) (2014). *Genetics of Cardiovascular Disease* [1 ed.]. Academic Press.

## 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.

## Assessment Methods

This theoretical understanding of the student will be assessed through internal assessment end semester examination. The assessment in practical will be based on continuous internal assessment of lab-based experiments, analysis and inference of results, practical records and end semester practical examination

## Keywords

Multifactorial inheritance, polygenic, pleiotropy, genome project

## DISCIPLINE SPECIFIC ELECTIVE COURSE

### Primate Behavior

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Primate Behavior	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course Objectives

To study the behavior of non-human primates.

#### Learning Outcomes

1. To understand the behavioural patterns of non-human primates as a model for understanding human behaviour.
2. To study behavioural evolution of living non-human primates.

#### Unit-1

Primate definition, characteristic features and taxonomy. History, aims, and scope of studying

Primate Behavior and recent advances.

#### Unit-2

Social relationship, social organization and communication patterns of non-human primates.

#### Unit-3

Mother-infant relationship and dynamics of enculturation among the non-human primates.

#### Unit-4

Inter and Intra-group competition and competitive exclusion foraging strategies.

**Practical**

Prepare a field report on Primate behavior by collecting empirical data from the field area. It will include preparing a study design, data collection, analyses and report writing.

**References**

- Glenn E. King. *Primate Behavior and Human Origins*, 2015, Routledge.
- David A. Washburn, Duane M. Rumbaugh. *Primate Perspectives on Behavior and Cognition (Decade of Behavior)*. 2006, Washington, DC: American Psychological Association.
- Warren G. Kinzey. *The Evolution of Human Behavior: Primate Models*. 1987, State University of New York Press
- Fred Anapol, Rebecca Z. German, Nina G. Jablonski (Editors). *Shaping Primate Evolution: Form, Function, and Behavior* [1 ed.]. 2004, UK: Cambridge University Press

**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**

Theoretical understanding of the student will be assessed on the basis of internal assessment and end semester examination as per the norms of the university. The assessment of the practical will be based on the quality of the project report submitted by the student.

**Keywords**

Social relations, competition, mother-infant relations, behavior

## DISCIPLINE SPECIFIC ELECTIVE COURSE

### Anthropology of Development

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Anthropology of Development	04	03	01	Nil	Class XII pass*	NIL

(Teaching hours required: Theory, 45 hours; Tutorials, 30 hours)

#### Course Objectives

- To understand the nature and scope of development, impact of development on traditional as well as complex societies.
- To delineate the theories of the development policies and planning
- To analyze the factors of social and cultural changes due to development

#### Learning Outcomes

- Students will have a theoretical understanding and will acquire the skills to examine the development discourse from anthropological perspective
- Learn how to devise a plan for the resettlement and rehabilitation of the project displaced people

**Unit 1** Concept of Development, Indicators and Theories, Anthropology of Development: Aim and Scope, Contributions of Anthropology to Development

**Unit 2** Anthropology, Development and Post-Modern Challenges. Globalization and Social Development. Sustainable Development Goals

**Unit 3:** Plans and Policies: Application of anthropological knowledge in planning and development. Community Development. Developmental Interventions: Role of NGOs and Civil Societies.

**Unit 4:** Development Discourse: Displacement, Rehabilitation, and Resettlement. Involuntary Resettlement. Dynamics of social and economic adaptation during resettlement. Case Studies



## Tutorials

1. Prepare an evaluative study/ a project based on any contemporary development Program in India by employing various sources viz. books, journals, magazines, government reports newspaper articles, etc.
2. Presentation of the project and group discussion

## References:

- Arce, Alberto and N. Long. 1999. *Anthropology, Development and Modernities*. London: Routledge.
- Cernea, M., and S. Guggenheim, (eds) 1993. *Anthropological Approaches to Resettlement: Policy, Practice and Theory*. Boulder: Westview
- Chambers, Robert, 2013. *Rural Development: Putting the Last First*, London: Longman
- Dube, S.C. 1988. Modernization and Development: The Search for Alternative Paradigms. *United Nations Press*.
- Gardner, Katy., and David Lewis. 1996. *Anthropology, Development and The Post - Modern Challenge*. London, Chicago, Illinois. Pluto Press
- Madan, T.N. 1983. *Culture and Development*. OUP
- Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan
- Patnaik, S M 1996 Displacement Rehabilitation and Social Change : Inter India Publications
- Mathur, Hari Mohan (ed). 1977. *Anthropology in Development Process*. New Delhi. Vikas Publishing House (pp 27-47)
- Nollan, R. W. 2019. *Development anthropology: Encounters in real world* (1<sup>st</sup> ed). Routledge.
- Graham, J.E., Holmes, C., & Darnell, R. (2021). *THE SOCIAL LIFE OF STANDARDS Ethnographic Methods for Local Engagement*.

## Suggested Readings:

- Escobar, Arturo. 1997. Anthropology and the Development. *International Social Science Journal*, Vol. 49, Issue 154. Pp. 497-515.
- Escobar, Arturo. 1991. Anthropology and the Development Encounter: The Making and unmaking of Development Anthropology. *American Ethnologist*, Vol. 18, No. 4. Pp. 658-682.
- Mathur H M. 1989. *Anthropology and Development in Traditional Societies*. New Delhi: Vikas Publishing House
- Vidyarthi, L.P. 1986. "History of Applied Anthropology in India". In L.P. Vidyarthi(ed.) *Applied Anthropology in India*. New Delhi: Kitab Mahal. Pp. i-xxxviii.

## Teaching Learning Process

Classroom teachings

Presentations and group discussion

Practical classes

**Assessment Methods**

Assignment, Theory and practical examinations (including practical records)

**DISCIPLINE SPECIFIC ELECTIVE COURSE****Epidemiology and Public Health****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Epidemiology and Public Health	04	03	Nil	01	Class XII pass*	Conditional Opting *

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

*\*This paper can only be taken by those who had opted Anthropology of Health and Wellbeing in Semester-5*

**Course Objectives**

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 will be able to apply the epidemiological principles
2. Should clearly establish how environment is associated with disease patterns
3. Student should discern the role of psychological factors in influencing the disease
4. Student will learn methods commonly used in epidemiological research

**Unit-1****Measures of Disease Burden**

Anthropological and epidemiological concepts, measures of burden of disease, overview of epidemiology methods used in research studies to address disease patterns in different communities

**Unit-2****Designs and methods of study**

Study designs, surveillance method, assessment, prevention, and control of infectious and non-communicable, chronic diseases and lifestyle diseases: historical and contemporary cultural contexts.

**Unit-3****Anthropology, Environment and Mental Health**

Effects of socio-cultural, biological and other environmental determinants (water, air and food) on health; ecological and cultural model of population health; Social, psychological and behavioral issues in public health: factors influencing mental health and illness; Intervention strategies: assessing knowledge, attitudes and behaviors towards disease and treatment compliance.

#### **Unit-4:**

##### **Evidence based Decision Making in Public Health**

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

#### **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.
2. Edberg M. (2013). *Essentials of Health Behavior. Social and Behavioral Theory in Public Health*. Second Edition, USA: Jones and Bartlett Publishers.
3. Turnock B. (2016). *Essentials of Public health*. USA: Jones & Bartlett Publishers.
4. Kovner AR, McAlearney AS, Neuhauser D. (2013). *Health Services Management: Cases, Readings, and Commentary*. 10th Ed. Chicago, IL: Health Administration Press.
5. Lee, L. M. (eds.) (2010). *Principles and Practice of Public Health Surveillance*. USA: Oxford University Press
6. National Health and Family Welfare -5 Survey. Govt. of India. 2019-2021

#### **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**

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, analysis and writing).

#### **Keywords**

Epidemiology, public health, anthropology, environment, human behavior

## SEMESTER-8

### DISCIPLINE SPECIFIC CORE

#### 1. Anthropology of Public Policy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Anthropology of Public Policy	04	03	1	Nil	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course Objectives:

The objective of the paper is to understand about the importance of anthropological knowledge in Public Policy formulation, anthropology and policy implementation and appraisal, etc

#### Learning Outcomes:

By studying the paper, the students will be able to:

- understand the concept and approaches of anthropology of Public Policy, engagement of anthropologists in policy research, etc.
- know the importance of traditional ecological knowledge in conserving environment
- analyze the problems of contemporary programs and policies in the county.

#### Unit 1

Anthropology of Public Policy: Concepts and Approaches; Anthropology and Public Policy: Interferences

#### Unit 2

Anthropologists in Public Policy, Situating Anthropological Knowledge: Power and Public Policy, Colonial and Post Colonial India (Advocacy, Change Agent, etc)

#### Unit 3

Development Discourse, Community and Development Agencies; Way forward: Public Policy and local governance

## Unit 4

Ethical and Methodological Issues in Anthropology of Policy Research, Implementation and Evaluation, Challenges

### Tutorial

It will include exercise to prepare an evaluative study/ a project based on any contemporary issues relating to public policy and governance in India by employing various sources viz. books, journals, magazines, government reports, newspaper articles, etc.

Presentation of the project and group discussion

### References

- Belshaw, C. S. (Ed.). (2014). *The sorcerer's apprentice: An anthropology of public policy* (Vol. 4). Elsevier.
- Fiske, S. J. (2006). *Anthropology in pursuit of Public Policy and practical Knowledge*. NAPA Bulletin, 26(1), 82-107.
- Patnaik, S. M. (2016). *Whither anthropology in Public Policy: Reflections from India*. In The Routledge Companion to Contemporary Anthropology (pp. 416- 432). Routledge
- Shore, C. (2012). *Anthropology and public policy*. The Sage Handbook of Social Anthropology, 2, 89-104.
- Shore, C., & Wright, S. (Eds.). (2003). *Anthropology of Policy: Perspectives on Governance and Power*. USA and Canada: Routledge.
- Van Willigen, J. (2002). *Applied Anthropology: An Introduction*. Greenwood Publishing Group.
- Wedel, J.R. & Feldman, G. (2005), Why An Anthropology of Public Policy? *Anthropology Today*, 21(1), 1-2.

### Suggested Readings

- Cairney, P. (2019). *Understanding Public Policy: Theories and Issues*. United Kingdom: Bloomsbury Publishing.
- Chakrabarti, R., & Sanyal, K. (2017). *Public Policy in India*. New Delhi: Oxford University Press
- Chatterjee, P. (2004). *The politics of the Governed: Reflections on popular politics in most of the world*. Columbia University Press.
- Elwin, V. (2009). *A philosophy for NEFA*. Gyan Publishing House
- Markus, M. L. (2018). *The anthropology of public policy: A global perspective*. University of California Press.
- Okongwu, A. F., & Mencher, J. P. (2000). The anthropology of public policy: Shifting terrains. *Annual Review of Anthropology*, 29, 107-124.  
<https://doi.org/10.1146/annurev.anthro.29.1.107>

- Timothy, A. A. (2020). *The anthropology of public policy: Identity, culture, and governance*. Oxford University Press.

**Teaching Learning Process**

Classroom teachings

Seminars, presentations and group discussion Practical classes

**Assessment Methods:**

Assignment, Theory and practical examinations (including practical records)

**Keywords:** Public, Policy, Governance, Knowledge, Implementation, Change Agent, Communities

## DISCIPLINE SPECIFIC CORE COURSE

### Ergonomic Anthropology

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ergonomic Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course objectives:

1. To provide knowledge about designing of health workplace, equipment, machine & surrounding.
2. To equip the students in theoretical and applied aspect of ergonomic anthropology.

#### Learning outcomes:

1. The student will be trained with tools and techniques of ergonomic anthropology that can help in improvement of effective workplace design.
2. This course will help students to insure the safety, health and well-being of the workers.
3. In this course will help the student to develop innovative idea about reducing the risk and management of occupational disease.

#### Unit 1

##### Introduction

Concept and evolution of Ergonomics, Historical background, Scope of Ergonomics & Relevance in Anthropology, Evolving of Ergonomic Anthropology, Bio-mechanics concepts.

#### Unit 2

##### Ergonomics: Theories and Concepts

Theories of healthy standing and sitting, Posture stress, free posturing, Concept of safety, efficiency and comfort, Clearance and Reach.

#### Unit 3

##### Ergonomics principle in workplace design

Use of Percentiles in designing products, Average man in designing- A fallacy, Design of workplace and work environment.

## **Unit 4**

### **Ergonomic Applications to reduce Occupational health hazards**

Designing and safety: Disability ageing and inclusive design, work and health.

#### **Practical:**

1. Height vertex
2. Body weight
3. Sitting height vertex
4. Right anterior arm reach
5. Right anterior thumb tip reach
6. Head circumference
7. Arm scye circumference
8. Elbow to elbow breadth
9. Elbow rest height
10. Bideltoid breadth
11. Popliteal height
12. Knee height
13. Buttockpoplital length
14. Buttock knee length
15. Buttock leg length
16. Bitragion submandibular arch
17. Bitragionmenton arch

- 1-2 workshops/ project over the academic semester on topics related to kinanthropology. Thesetalk would bring students with brainstorming discussion on current issues and help in developing innovative idea.

#### **References:**

1. *Ergonomics in Design Methods and Technique* by MM Soares and Francis Robert, 2016 (CRC Press).



2. *Ergonomics for beginners: A quick reference guide* by Jan Dul, Bernard Weerdmeester, 2008 (CRC Press).
3. *Design and Anthropology* edited by Wendy Gunn and Jared Donovan, 2012 (Routledge).
4. *Applied Bio-mechanics concepts & connections* (2008) John Mclester; Peter St. Pierre. Wadsworth Publishing Co.

**Teaching Learning Process**

1. Classroom teachings
2. Seminars and Interactive sessions
3. Practical classes

**Assessment Methods:** Theory and practical examinations (including practical records)

**Keywords:** Body measurements, Percentiles, Biomechanics, Occupational Health.

## DISCIPLINE SPECIFIC ELECTIVE COURSE

### Health, Illness and Culture

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Health, Illness and Culture	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course objectives:

1. To explore the varied social and cultural dimensions of health wellbeing, illness, and healing
2. To understand the role of ritual in healing, and the politics of health, among other issues, from an ethnographic and historical perspective

#### Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Comprehend historical and socio-cultural influences on health, illness, and healing
2. Recognize the alternatives to biomedical understandings of health, wellbeing illness, and cure
3. Understand the dynamics of mental health and wellbeing in diverse contexts

#### Unit 1

Anthropological engagements with health, Illness and healing: Approaches from medical anthropology; Experiential health and Spiritual health and Healing.

#### Unit 2

Cultural etiologies and nosologies of selected common ailments in India. Mental health; Tribal health and medicine

#### Unit 3

Health Sectors, medical pluralism, ethno-medicine, ethno-psychiatry and folk healing: Religion and healing: Casestudies.

#### Unit 4

Right to health, Critical Reading of Health policies and community health engagement.

### **Practical**

1. To collect medical biographies and narratives associated with health, illness and their management.
2. Prepare a research design on health and health seeking behavior in cross-cultural context.
3. Case Studies of healers and their healing practices.

### **Suggested Readings:**

Hahn, Robert A. 1999. *Anthropology in Public Health: Bridging Differences in Culture and Society*. New York: Oxford University Press.

Helman, Cecil. 2007. *Culture, health, and illness*. London: Oxford University Press.

Gaur , Mokshika and Soumendra Patnaik 2011 Who is Healthy among the Korwa ? Liminality in the Experiential Health of the Displaced Korwa of Central India . *Medical Anthropology Quarterly* .

James, A. Trostle. 2005. *Epidemiology and Culture*, Cambridge University

Joralemon, Donald. 2017. *Exploring medical anthropology*. London, UK: Routledge.P

Lenore Manderson, Elizabeth Cartwright, Anita Hardon. 2018. *Handbook of Medical Anthropology*. New York: Routledge.

Michael Winkelman. 2009. *Culture and Health: Applying Medical Anthropology*. USA: Jossey-Bass.

### **Teaching Learning Process**

The process of learning will involve lecture, class room exercises, project-based learning, data collection and analysis, fieldwork and report writing and presentation.

### **Assessment Methods**

Theoretical and practical understanding of the student will be assessed through internal assessment, projects and end term theory and practical examination on the basis of the modalities outlined by the university.

### **Keywords**

Culture and Health, Health seeking behavior, Etiology. Health Sectors, Tribal health, Medical Pluralism Ethnomedicine

## DISCIPLINE SPECIFIC ELECTIVE COURSE

### Anthropology of Technology

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Anthropology of Technology	04	03	01	Nil	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course objectives

- To understand the role of social and cultural factors in technological innovations and usage.
- To understand the ways in which technological advancements re-constitute social and cultural realities around us.
- To introduce the students to digital, cyberspace and virtual media spaces in ethnographic context.

#### Course Learning Outcomes

The course will enable students

- To appreciate the applications of technology in everyday lives; both in the material and the virtual worlds
- To understand the human agency that controls technologies aimed for human welfare.
- To comprehend the applications and challenges of artificial intelligence in post-human era.

#### Unit I- Introduction

Society, technology and culture; theoretical perspectives, definitions and inter-relationships.

#### Unit II- Technology in Everyday life

Role of technology in re-constituting social institutions; kinship, marriage, family, religion, economy, polity. Use of technology in re-inventing diverse arenas of environment, health and well-being, education, urban planning, agriculture etc

### Unit III

**Technology and Global Culture:** Exploring cyber spaces, social media platforms, virtual realities, the internet and meta-universe in ethnographic context. Technology, communication and globalization scope and challenges

### Unit IV

**Artificial Intelligence and Intersectionality:** Uses and applications of Artificial intelligence, social robotics; human-machine relationships, algorithmic anthropology and digital anthropology. AI: future concerns and critique of post-human anthropology.

### Tutorial

1. To review an ethnography/monograph which highlights the inter-relationship between society, technology and culture.
2. To prepare a research design to study the relevance of cyber spaces/social media platforms/digital cultures/ virtual realities/ the internet and meta-universe/artificial intelligence in re-constituting everyday lived realities and defining what it means to be a human.

### References

- Budka, P., & Kremser, M. (2004). 'Cyber Anthropology - anthropology of cyberculture'. In S. Khittel, B. Plankensteiner, & M. Six-Hohenbalken (Eds.), *Contemporary issues in socio-cultural anthropology: Perspectives and research activities from Austria* (pp. 213-226). LöckerVerlag, Vienna.
- Christin, A. The ethnographer and the algorithm: beyond the black box. *Theor Soc.* **49**, 897–918 (2020). doi: <https://doi.org/10.1007/s11186-020-09411-3>
- Maschio, T. (2021). *Digital Cultures, Lived Stories and Virtual Reality*. Routledge.
- Postman, Neil. (1992). *Technopoly: the surrender of culture to technology*. New York: Knopf
- Horst, H.A., & Miller, D. (Eds.). (2012). *Digital Anthropology* (1st ed.). Routledge. <https://doi.org/10.4324/9781003085201>
- Sapignoli, M. (2021). The Mismeasure of the Human: Big data and the 'AI turn' in global governance. *Anthropology Today*, 37(1), 4–8. doi:10.1111/1467-8322.12627
- Volti, R. (2020). *Society and Technological Change* (7th ed.). USA: Worth Publishers Inc.

### Teaching learning process

The teaching learning process will involve lectures, workshops, and online blog creations / online meets so that students can relate to both the theory and praxis involved in the study of society, technology and cultures in reflexive manner in everyday set ups of educational institutions. Gradually, they will be motivated to explore the application of technologies in various life spheres they encounter on an everyday basis and share their experiences.

**Assessment Methods**

Quizzes, group discussions, written assignment; presentation on a chosen theme, project, practical examination, theory examination.

**Keywords:** Society, technology, culture, artificial Intelligence, post-human anthropology, Cyberspace, social media, virtual realities, digital ethnography.

## DISCIPLINE SPECIFIC ELECTIVE COURSE

## DISCIPLINE SPECIFIC ELECTIVE COURSE

### Demographic Anthropology

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Demographic Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

#### Course Objectives

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

#### Learning Outcomes

1. Students will be able to apply the demographical anthropological approaches to understand the bio-social determinants of demographic processes in human populations.
2. They will be able to discern how human population growth is affected by human behavioural and non-genetic factors.
3. The students will know about the rich repository of governmental demographic sources for research and in the formulation of several national policies.

#### Unit 1

Demographic anthropology- Scope and basic concepts, Relationship between demography and anthropology, Importance of demography in anthropology, Population thought in view of its growth and decline.

#### Unit 2

Theoretical developments- Biological and Socio-economic population theories. Contributions of John Graunt and T. R. Malthus in demography. Theory of demographic transition.

### Unit 3

Population structure and sources of demographic data- Age and sex composition, demographic distribution of Indian population. Estimates of different demographic rates and ratios. Census, CRS, NSSO, SRS, NFHS-IIPS,

### Unit 4

Population processes and National policies- Fertility, Mortality, Morbidity, Marriage and Migration. Bio-social factors affecting population processes. National Population Policy and National Health Policy.

### Practical

1. Estimation of Rates and Ratios
2. Plotting of population pyramid and its significance
3. Formulation of household schedule and interview of respondents
4. Analysis of governmental demographic data and submission of project report for evaluation.

### References

1. Bhende, A. and Kanitkar, T. (2019). 19<sup>th</sup> Eds. *Principles of Population Studies*. Himalaya Publishing House. Mumbai.
2. Bogue, D. J., 1969. *Principles of Demography*. Cambridge, UK
3. Srivastava, O.S. (1996). *Demographic and Population Studies*. Vikas Publishing House, India
4. Zubrow, E.B.W. (1976). *Demographic anthropology. Quantitative approaches*. University of New Mexico Press, Albuquerque
5. Howell, N. (1986). Demographic Anthropology. *Ann. Rev. Anthropology*. 15: 219-246
6. Sources of demographic data (<http://censusindia.gov.in>; <http://rchiips.org/nfhs>)
7. National Family Health Survey, India (<https://rchiips.org/nfhs/>)
8. Graunt's Bills of Mortality (<https://quod.lib.umich.edu/e/eebo/A41827.0001.001?view=toc>)
9. Malthus, T R .Essay on Principles of Population ( Online Book )



## **Teaching Learning Process**

Lecture

Interactive group discussion

Black board and PPT

Class room presentation

## **Assessment Methods**

Written Assignment

Presentation by students

Practical

Interview

Project Report

## **Keywords**

Demographic anthropology, population theories, population structure, demographic sources, National policies