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## DEPARTMENT OF ANTHROPOLOGY

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# **DEPARTMENT OF ANTHROPOLOGY**

## **BSc. (Hons.) Anthropology**

### **Semester-4**

#### **DISCIPLINE SPECIFIC CORE COURSE -10 (DSC-10) Human Genetics**

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

| Course title & Code | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Human Genetics      | 04      | 03                                | Nil      | 01                   | Class XII pass       | NIL                                  |

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

#### **Course Objectives**

1. To introduce the students the basic principles of human genetics.
2. To familiarize the students with the methods/technologies used in genetic research.
3. Aims to provide knowledge about the pattern of inheritance of genetic disorders, genetic abnormalities and the importance of genetic testing and counseling.

#### **Learning Outcomes**

Student will be able to:

1. describe the structure and function of DNA; concept of gene, transcription and translation.
2. grasps the inheritance pattern of human traits/diseases and types of chromosomal abnormalities and their implications.
3. handle the methods and techniques used in human genetics.
4. comprehend the importance of genetic counselling.

#### **Unit 1: Human Genome, Chromosomes and Abnormalities (09 Hours)**

History of Human genetics; Concept of gene; Chromosomal structure and abnormalities, Cytogenetics, and Human Genome Project

#### **Unit 2: DNA Structure and Function (09 Hours)**

DNA Structure and Function, DNA Replication, repair and recombination, gene expression, coding and non-coding regions. Expression of genetic information: from Transcription to Translation - the relationship between genes and protein.

#### **Unit 3: Patterns of Inheritance (09 Hours)**

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 in Human Genetics (09 Hours)**

Pedigree analysis, methods of assessing chromosomal abnormalities (Banding techniques; Karyotyping; FISH); Sib-pair and Twin studies; Genotyping and Sequencing methods

#### **Unit 5: Genetic Diagnosis and Counselling (09 Hours)**

Prenatal diagnosis; Newborn screening; Genetic counseling

#### **Practical (30 hours)**

Project report based on data collection related to one mendelian disorder on the basis of brief field visits, in nearby areas.

#### **References**

1. Brown TA. (2007). *Genomes*. Garland Science.
2. Cummings MR (2011). *Human Heredity: Principles and Issues*. Brooks/Cole, Cengage Learning
3. Klug WS (2012). *Concepts of Genetics*. Pearson.
4. Lewis R. (2009). *Human Genetics: Concepts and Application*. The McGraw–Hill Companies, Inc.
5. Vogel F. and Motulsky A.G. (1996). *Human Genetics: Problems and Approaches*. Springer, 3rd revised edition.

#### **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 and presentations and report submission.

#### **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

#### **Keywords**

Human genetics, DNA, chromosomal abnormalities, anthropology, sequencing

**DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11)**  
**Kinship and Polity**

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

| Course title & Code | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Kinship and Polity  | 04      | 03                                | Nil      | 01                   | Class XII pass       | NIL                                  |

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

**Course objective**

This course seeks to impart basic anthropological knowledge on themes in the studies of kinship, Family and Marriage, and various political systems.

**Learning Outcomes**

The students will be able to:

- demonstrate understanding of key anthropological debates and approaches to kinship studies.
- differentiate between different kinds of marriage rules and family types.
- elucidate analysis of power in different forms of political systems.

**Syllabus:**

**Unit 1 (10 Hours)**

Approaches to the study of Kinship; Descent, Alliance and cultural Theories; Kinship Usages, Terminologies; Redefining Kinship

**Unit 2 (11 Hours)**

Marriage and Family : Problems of definition; Approaches to the study of Family; Domestic Group and Household

**Unit 3 (12 Hours)**

Descent and Political Systems; Approaches to the study of Political Anthropology; Power, Authority and Legitimacy; State and stateless societies

**Unit 4 (12 Hours)**

Nation, Nation State and Citizenship; Customary Laws; Social Movements

### **Practical (30 hours)**

1. Collect and analyse genealogies of a person and find out the inter-generational changes in terms of age at marriage, education qualification, household, occupation and migration pattern.
2. Conduct an in-depth interview to find out the changing marriage practices and family types.
3. Case study of any current political instance/event in social media to understand how people imagine the state, and are involved in power relations

### **References**

1. Fortes, Meyer, and Evans-Pritchard. (1950) (4<sup>th</sup> edition). *African Political Systems*. London: Oxford University Press
2. Harris, C. C. (1990). *Kinship. Concepts in social thought*. Minneapolis: University of Minnesota Press.
3. Karve, Irawati. (1968). *Kinship organization in India*. London: Asia Publ. House.
4. Lévi-Strauss, Claude. (1969). *The elementary structures of kinship*. Boston: Beacon Press
5. Shah, A.M (1998). *The Family in India: Critical Essays*. New Delhi : Orient Longman
6. Spencer, Jonathan (2007). *Anthropology, Politics, and the State: Democracy and Violence in South Asia*. University of Edinburgh: Cambridge University Press.
7. Stone, Linda and Diane E King. (2019). *Kinship and Gender: An Introduction* (6<sup>th</sup> edition). New York: Routledge.
8. Uberoi, Patricia (1994) *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
9. Vincent, Joan (ed.) (2002). *The anthropology of Politics: A reader in ethnography, theory and critique*. Blackwell publisher

### **Teaching Learning Process**

Lectures and Discussions, Seminars and Presentations, Practical Classes

### **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

### **Keywords:**

Kinship, Marriage, Family, Politics, Customary Law

**DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12)**  
**Archaeological Fieldwork (4-7 days)**

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

| Course title & Code      | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                          |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Archaeological Fieldwork | 04      | 02                                | Nil      | 02                   | Class XII pass       | NIL                                  |

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

**Course objectives:**

To expose students to different prehistoric sites of India.

**Learning Outcomes:** The students will be able to:

1. demonstrate the understanding of the lithic industry.
2. identify prehistoric tools in situ.
3. describe the stratigraphic context of the tools.

**Syllabus:**

**Unit 1 Methods in Archaeological Anthropology: (07 Hours)**

Distinction between exploration, expedition, field Survey and ethnoarchaeology

**Unit 2: Geological Background of the Region (07 Hours)**

Geomorphology, Geochronology, Topography, Flora and Fauna, Sedimentology

**Unit 3: Understanding Culture (08 Hours)**

Artifacts and tools, Tool Types, and technology of different cultural periods of prehistoric times

**Unit 4: Interpretation of Culture (08 Hours)**

Analysis of material, Drawing, Dating of artifacts and logic of inference

**Practical (60 Hours)**

**1. Analysis of Prehistoric Tools:** Identification, Interpretation and Drawings of the tool types with special reference to the technology and chronology:

Core Tool Types  
Flake Tool Types  
Blade Tool Types

**2.** The students are required to conduct an archaeological fieldwork in a selected region of India for a period nearly 7 days and submit a field report.

## References

1. Bhattacharya, D.K. (2006). *An outline of Indian Prehistory*. Palaka Prakashan Delhi.
2. Bhattacharya, D.K. (1979). *Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis*. Calcutta: K. P. Bagchi and Company
3. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. (1999). *Technology and terminology of Knapped Stone*. Nanterre: CREP.
4. Oakley, K.P. (1972). *Man the Tool Maker*. London. Trustees of the British Museum of Natural History.
5. Renfrew Colin and Bahn Paul. (2012). *Archaeology: Theories, Methods and Practice*. New York: Thames & Hudson, 6th Edition.
6. Sankalia, H.D. (1982). *Stone Age Tools: Their Techniques, Names and Probable Functions*. Poona: Deccan College.
7. Whittaker, J.C. (2009). *Flintknapping: Making and Understanding Stone Tools*. Austin: University of Texas Press.

## Teaching Learning Process

Classroom Presentations using digital methods

Practical classes

Seminars and presentations by students

Field visit to an archaeologically important site

## Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

## Keywords

Prehistoric, Archaeological, stone tools, material culture and evolution

**DISCIPLINE SPECIFIC ELECTIVE COURSE -5 (DSE-5)**  
**Physiological Anthropology**

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

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

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

**Course Objectives**

1. To familiarise the student with the idea of homeostasis, physical performance, physiological adaptation and factors influencing adaptation.
2. To make them understand the relationship between physique and human body composition

**Learning Outcomes**

The students will be able to:

1. demonstrate understanding of the fundamentals of physiological anthropology.
2. to identify the physiological changes during performance and factors influencing adaptation with respect to environmental adaptation.
3. relate physique and human body composition on one hand and the importance of nutrition on the other.

**Unit 1 (10 Hours)**

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

**Unit 2 (11 Hours)**

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

**Unit 3 (12 Hours)**

Cardio-vascular and respiratory endurance, physical working capacity and physical fitness; Reproductive health, regulation of metabolism, growth and energy balance

**Unit 4 (12 Hours)**

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



## **Practical (30 Hours)**

1. Measure the cardiovascular functions -  
Blood pressure  
Heart rate  
Pulse rate

2. Measure the Respiratory functions (Static and Dynamic lung functions)

3. Physical activity assessment

### References

1. C. Bouchard, S.N Blair, W.L Haskell (Editors) (2014). *Physical Activity and Health*. 2<sup>nd</sup> Edition. Human Kinetics.
2. William D. McArdle, Frank I. Katch, Victor L. Katch (2014). *Exercise Physiology Energy, Nutrition and Human Performance*. Lippincott Williams & Wilkins.

### **Teaching Learning Process**

Classroom teachings  
Seminars and presentations  
Practical classes

### **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

### **Keywords:**

Exercise physiology, cardio-respiratory endurance, physical working capacity, fitness, environmental stress

**DISCIPLINE SPECIFIC ELECTIVE COURSE -6 (DSE-6)**  
**Gender and Society**

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

| Course title & Code | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Gender and Society  | 04      | 03                                | Nil      | 01                   | Class XII pass       | NIL                                  |

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

**Course Objectives**

This course will expose the students to a fundamental understanding of gender and the related phenomena in historical and contemporary context. Using anthropological lens, the students will explore, interpret, analyse and deal with gender concerns in everyday life.

**Learning Outcomes**

At the end of the course, the students will be able to:

1. elucidate the theories on the social construction of gender categories.
2. comprehend gender rights, gender justice, particularly in Indian context.
3. describe the contemporary gender issues in its various manifestations in India.

**Unit 1 Anthropology of Gender (10 Hours)**

Basic concepts, definitions, and terminologies. History and theoretical developments, approaches and orientations.

**Unit 2. Gender, Sex and Sexualities (11 Hours)**

Sex/Gender and sexuality. Gender identity and expressions, Embodiment and Bio-politics, Queer Anthropology

**Unit 3. Gender in South Asia (12 Hours)**

Gender narratives and performances, gender and development, Gender rights and gender justice, politics and activism, CEDAW

**Unit 4. Intersectional Framework (12 Hours)**

Gender, ethnicity, caste, disability and others

**Practical (30 Hours)**

The students shall prepare comprehensive project based on short fieldwork or from secondary sources on different dimensions of gender issues.

## References

1. Aneja, Anu (2019) *Women's and Gender Studies in India: Crossings*. Routledge
2. Channa, Subhadra Mitra. (2013). *Gender in South Asia: Social Imagination and Constructed Realities*. Cambridge University Press.
3. de Beauvoir, Simone (2015). *The Second Sex*. Vintage Classics. Chicago.
4. Dube, Leela (Ed.), (2001). *Anthropological explorations in gender: Intersecting Fields*. New Delhi: Sage Publications.
5. Mascia-Lees E. Frances, Nancy Johnson Black (2017) *Gender and the Body*. Illinois. Waveland press.
6. Mehrotra, Nilika (2013). *Disability, Gender and State Policy: Exploring Margins*. Jaipur: Rawat Publications.
7. Ortner, Sherry B. (1996). *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon

## Teaching learning process

Lectures, Active participation of students in class debates and discussions, sharing of experiences and dialogues. Innovative fieldwork exercises and workshops, short documentaries on gender issues.

## Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

## Keywords:

Gender and Sexuality, Feminism, Gender Identity, Gender Narratives, Gender Performances, Gender Rights and Gender Justice.

**DISCIPLINE SPECIFIC ELECTIVE COURSE -7 (DSE-7)**  
**Material Culture and Museology**

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

| Course title & Code            | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|--------------------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                                |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Material Culture and Museology | 04      | 03                                | Nil      | 01                   | Class XII pass       | NIL                                  |

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

**Course objective**

1. To expose the students the community relationship to their surrounding through study of material culture.
2. To make them aware of the role of museums in heritage cultural preservation

**Learning Outcomes**

The students will be able to :

1. demonstrate the understanding of the social history of the community through the study of museum objects.
2. to deconstruct the biases in the writings of colonial accounts through the study of material culture.

**Syllabus:**

**UNIT 1: Material Culture and Consumption (10 Hours)**

Bodily adornment and social/symbolic categories; Material culture and social life of things

**UNIT 2: Museums and Museology (12 Hours)**

The Origins of the Museum; Architecture and the 'Museum Effect'; The Curator and the Exhibition: Assimilating and exoticizing; Interpreting Museum Texts

**UNIT 3: Museums and Colonialism (11 Hours)**

Exhibiting Sacred Art; Museums and Gender; Digital Museums, Digital Museology; Decolonising the Museum

**UNIT 4: Museology and Conservation (12 Hours)**

Techniques of conservation, Community Museums.

### **Practical (30 Hours)**

1. The students are required to understand the structure and function of material culture pertaining to different social institutions and activities through specific drawing and their analyses.
2. Use of technology (such as audio-visual and digital) to enrich the museum experiences.
3. Undertake visit to different types of museums and prepare a brief report.

### **References**

1. Appadurai, Arjun. (1986). *The Social life of things*. New York: Cambridge University Press
2. Gell, Alfred. (1998). *Art and Agency: An anthropology theory*. Clarendon Press
3. Ingold, Tim. (2002). *Companion Encyclopedia of Anthropology*. London: Routledge
4. Miller, Daniel. (1997). *Material Cultures: Why some things matter?* London: Routledge.
5. Marwah, I.S. and V.K. Srivastava. (1987). Khel gate and social structure: a study of their relationship and a note on the place of material culture in anthropology. *Indian Anthropologist*, 17 (2): 63-99

### **Teaching Learning Process**

The students will be encouraged to review relevant literature to understand museum artefacts. Museum visits will be organized and the systemic review of material objects will be carried out.

### **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

### **Keywords:**

Museum, Museology, Tribal arts, Artefacts

**DISCIPLINE SPECIFIC ELECTIVE COURSE -8 (DSE-8)**  
**Nutritional Anthropology**

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

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

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

**Course Objectives**

To understand human diet and nutrition from an explicitly anthropological perspective; augment the basic knowledge of nutrition with special reference to its evolutionary perspective by developing deeper insights of biocultural perspective in the contemporary food habits and dietary practices.

**Learning Outcomes**

The students will be able to:

1. demonstrate understanding of the importance of nutrition in lifestyle diseases,
2. identify nutritional transition, and eco-cultural zones
3. describe the emerging trends in lifestyle diseases due to nutritional abnormalities.

**Syllabus:**

**UNIT1 Introduction to Nutritional Anthropology (12 Hours)**

Basic principles, aim and objectives of nutritional anthropology, Macro- and micro-nutrients and their importance in health, Trace elements and their importance in human nutrition.

**UNIT 2 The Evolutionary Background (12 Hours)**

Palaeolithic diet, Evolution of diet.

**UNIT 3 Biocultural diversity of food and nutrition (12 Hours)**

Eco-cultural zones, diet and nutrition, culture and Food Diversity, dietary and nutritional transition and lifestyle, Undernutrition and malnutrition and Nutritional disorders.

**UNIT 4 Nutritional Requirements (09 Hours)**

Recommended dietary

## **PRACTICALS (30 Hours)**

1. Anthropometric assessment of nutritional status: Somatometry (Height, weight, BMI, Body fat percentage, Circumferences)
2. Development of Food Frequency Questionnaire (FFQ)
3. Haemoglobin and glucose estimation
4. Qualitative and quantitative methods of nutritional assessment

## **Suggested Readings**

1. Eaton, S. B., & Konner, M. (1985). Paleolithic nutrition: a consideration of its nature and current implications. *The New England Journal of Medicine*, 312(5):283-289.
2. Farb, P. & Armelagos, G. (1980). *Consuming Passions: The Anthropology of Eating*. Boston: Houghton Mifflin Co. Pp. 3-14.
3. Hunter, J. M. (1973). *Geophagy in Africa and in the United States: A Culture-Nutrition Hypothesis*. *Geographical Review*, 63:170-195.
4. Jenkins, M. (2002). *Burgerstein's Handbook of Nutrition: Micronutrients in the Prevention and Therapy of Disease*.
5. Leonard, W. R. (2002). Food for thought: dietary change was a driving force in human evolution. *Scientific American*, 287:106-112.
6. Peltó, G. H., Goodman, A. H., & Dufour, D. L. (2000). The biocultural perspective in nutritional anthropology. In: Goodman AH, Dufour DL, Peltó GH. (eds.) *Nutritional Anthropology: biocultural Perspectives on Food and Nutrition*. Mountain View, CA: Mayfield Publishing Co. Pp. 1-9.
7. Teaford, M. F., & Ungar, P. S. (2000). Diet and the evolution of the earliest human ancestors. *Proceedings of the National Academy of Sciences*, 97:13506–13511.

## **Teaching Learning Process**

The students will be encouraged to prepare FFQs through questionnaires. Somatometric techniques will be used to assess the nutritional status.

## **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

## **Keywords**

Nutritional Assessment, Micro and Macro-nutrients, Malnutrition, Lifestyle Diseases

## SEMESTER-5

### DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13)

#### Anthropology of Health and Wellbeing

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

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

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

#### Course Objectives

1. To explore various dimensions of health and issues related to illness and disease.
2. To familiarize the students with various demographic measuring methods and their applications.
3. Aims to provide knowledge about the cultural dimensions of illness, disease, and health in Indian context.

#### Learning Outcomes

Students will be able to:

1. comprehend the application of the concept of health, illness, and disease.
2. handle basic demographic and medical anthropological methods to evaluate demographic and health assessment.
3. grasp, analyse and interpret health, illness, disease related issues and develop critical understanding.

#### Syllabus:

##### Unit-1: Introduction (10 Hours)

Anthropology and health; Medical Anthropology and its subfields; Approaches, health and its determinants, dimensions and indicators

##### Unit-2: Disease, Illness and Healing (11 Hours)

Concept of Disease and Illness; Experiential Health – Indian perspective: placebo, faith healing; Measuring Health: Morbidity and Mortality: Healing and Healers in Cross-Cultural Perspectives, Ethno-medicine

##### Unit-3: Mental Health and Wellbeing (12 Hours)

Culture and Mental Health, Ethno-psychiatry, Concept of wellbeing and quality of life; Happiness Life Index



#### **Unit-4: Public Health and Anthropology (12 Hours)**

National Health Policy, Health Care Programmes in India; Mother and Child Health; Women's Health, New-born's health, Family Planning; Endemics, Epidemics, and Outbreaks; Pandemics and Communicable diseases; Health and Environment

#### **Practical (30 Hours)**

Project on Health-related issues based on primary/secondary data collection through fieldwork/review of literature.

#### **References**

1. Farmer, Paul, Jim Yong Kim, Arthur Kleinman and Matthew Basilio (2013) *Reimagining Global Health*, University of California Press
2. 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*, Mar;25(1):85-102.
3. Hahn, Robert A. 1999. *Anthropology in Public Health. Bridging Differences in Culture and Society*. New York: Oxford University Press.
4. Helman, Cecil G. 1994. *Culture, Health, and Illness*. 3rd ed. Oxford.
5. Inhorn, Marcia C; Wentzell, Emily A (2012). *Medical Anthropology at the Intersections: Histories, Activisms and Futures*. Duke University Press Books
6. Mehrotra, Nilika & Mahima Nayar (2015). *Isliye dard hota hai: Women's Mental Health Issues in Poor Households of India*, *Psychology and Developing Societies*, vol. 27 no. 1 104-124.
7. Tsui, Amy O., Judith N. Wasserheit, and John G. Haaga (eds.) (1997). *Reproductive Health in Developing Countries*. Washington, D.C.: National Academy Press.
8. Winkelmann M (2008). *Culture and Health: Applying Medical Anthropology*. Jossey-Bass

#### **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.

#### **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

#### **Keywords**

Health, Illness, Disease, Health Policy, Health Dimensions

**DISCIPLINE SPECIFIC CORE COURSE -14 (DSC-14)****Religion and Economy****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code         | Credits   | Credit distribution of the course |            |                      | Eligibility criteria  | Pre-requisite of the course (if any) |
|-----------------------------|-----------|-----------------------------------|------------|----------------------|-----------------------|--------------------------------------|
|                             |           | Lecture                           | Tutorial   | Practical / Practice |                       |                                      |
| <b>Religion and Economy</b> | <b>04</b> | <b>03</b>                         | <b>Nil</b> | <b>01</b>            | <b>Class XII pass</b> | <b>NIL</b>                           |

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

**Course Objective**

The objective of the paper is to understand about various religious life and the economic life in diverse society using a comparative framework.

**Learning Outcomes**

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

1. demonstrate understanding of various dimensions of religion, the rituals activities, etc.
2. identify the economic activities among traditional societies.
3. analyze the factors of changes regarding religious and economic life spheres.

**Syllabus:****Unit 1: (10 Hours)**

Concept and Meaning of Religion, Systems of Faith; distinction between Dharma and religion; Religious Symbols; Approaches to study religion: Types and forms of religious life.

**Unit 2: (11 Hours)**

Magic, religion and science; revivalism and conversions, religious pluralism and social harmony.

**Unit 3: (12 Hours)**

Concepts and Approaches; Reciprocity, Redistribution and Market: Ceremonial exchange, Gifts; Barter, Trade, Weekly Market, Money, Mela and Festivals.

**Unit 4: (12 Hours)**

Changes in Economic Patterns: Technology, Innovation, Trade; Traditional entrepreneurship/ Household and Cottage Industries; Temple economy and other institutions.

**Practical (30 Hours)**

1. Prepare a project on any social institutions (religion or economy) considering the socio-cultural aspects in our society.

2. Identify and review an ethnography/monograph revealing significant socio-cultural and economic imperative in the community.

### **References**

1. Bielo, James. S. (2015). *Anthropology of Religion: The Basics*. Routledge Publishing.
2. Gottlieb, R. (2004). *This sacred earth: religion, nature, environment*. Routledge
3. Hann, Chris & Keith Hart. (2011). *Economic Anthropology: History, Ethnography, Critique*. Polity Press.
4. King, E. Francis. (2009). *Material Religion and Popular Culture*. Routledge
5. Lambek, Michel. (2008). *A reader in Anthropology of Religion*. Wiley Blackwell, UK
6. Madan, T.N. (2011). *India's Religions: Perspectives from Sociology and History*. Oxford University Press.
7. Malinowski, B.(1967) *Argonauts of the Western Pacific*. London: Routledge and Kegan Paul

### **Teaching Learning Process**

Classroom teachings

Seminars, presentations and group discussion Practical classes

### **Assessment Methods:**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

### **Keywords:**

Religion, Symbols, Totemism, Exchange, Barter

**DISCIPLINE SPECIFIC CORE COURSE -15 (DSC-15)**  
**Village and City in India**

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

| Course title & Code                | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                                    |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| Caste, Village and Cities in India | 04      | 03                                | Nil      | 01                   | Class XII pass       | NIL                                  |

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

### Course Objectives

The students will be introduced to the problems associated with concept of peasant in India. The focus will be on the contemporary issues and challenges that confront the rural communities in India.

### Learning Outcomes

The students will be able to:

1. demonstrate understanding of the problems and challenges relating to agrarian societies both in historical and contemporary perspectives.
2. describe the changing patterns of village life.
3. evaluate policy pertaining to agrarian reforms and migration.
4. identify remedial measures for city environmental problems.

#### Unit 1: (10 Hours)

*Varna* and *Jati*, Indological and empirical approaches, book-view and field-view, caste mobility, contemporary debates

#### Unit 2: (11 Hours)

Social Organization of an Indian village: Village studies in Anthropology. Institutions, economy and changes; Globalisation and the Indian village

#### Unit 3: (12 Hours)

Peasantry: Concept and approaches to the study of peasants. State Policy and Agrarian Reform, agrarian transformation, rural–urban migration

#### Unit 4: (12 Hours)

Emergence of city, study *in* and study *of* city, Folk-urban continuum, approaches and methodologies in urban anthropology; Urban Social Structure: problems and challenges

### **Practical (3 0 Hours)**

1. Identification of a problem related to rural communities and peasant societies of Indian Villages. Preparation of a research design for a detailed study.
2. Field visits in different parts of the city to understand various facets of community life, with special reference to changing caste dynamics.
3. Visit a residential colony and study their urban neighbourhood relationship.

### **Suggested Readings**

1. Dube S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul Ltd
2. Fox. R. G. (1977). *Urban Anthropology: cities and their cultural Setting*. University of Michigan: Prentice Hall
3. Hannerz U. (1983). *Exploring the city inquires towards an urban anthropology*. New York: Columbia University Press.
4. Jodhka, Surinder S (ed.); Simpson, Edward (ed.). (2019). *India's villages in 21st century*. New Delhi: Oxford University Press.
5. Low, Setha. (2005). *Theorizing the City: The New Urban Anthropology Reader*. New Jersey: Rutgers University Press.
6. Shanin T. (1987). *Peasants and Peasantry*. New York: Blackwell.
7. Srinivas, M. N. (2000). *Caste: Its twentieth Century Avatar*. New Delhi: Penguin.

### **Teaching Learning Process**

Lectures and Discussions

Seminars and Presentations

### **Assessment Methods:**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

### **Keywords:**

Caste, Village, Rural, Urban, City, Slum, Agrarian, Folk-urban

**DISCIPLINE SPECIFIC ELECTIVE COURSE -9 (DSE-9)**  
**Primate Biology**

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

| Course title & Code    | Credits   | Credit distribution of the course |            |                      | Eligibility criteria  | Pre-requisite of the course (if any) |
|------------------------|-----------|-----------------------------------|------------|----------------------|-----------------------|--------------------------------------|
|                        |           | Lecture                           | Tutorial   | Practical / Practice |                       |                                      |
| <b>Primate Biology</b> | <b>04</b> | <b>03</b>                         | <b>Nil</b> | <b>01</b>            | <b>Class XII pass</b> | <b>NIL</b>                           |

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

**Course Objectives**

The objective of this paper is to enable the students to understand the evolutionary biology of various non-human primates. Their physical and anatomical metamorphosis will help the students to understand primate evolution too.

**Course Learning Outcome:**

The students will be able to:

1. demonstrate understanding of human evolution and origin.
2. comprehend the physical aspects that can be used for better understanding of early human migration.

**Syllabus:**

**Unit 1(10 Hours)**

History, aim and scope of Primate Biology and its importance in anthropology

**Unit 2 (11 Hours)**

Definition of primates, characteristic features, classification, primate radiation and primate locomotion

**Unit3 (12 Hours)**

Anatomical differences between Prosimians and Anthropoids, Old and New World monkeys, Great and Lesser apes and Humans

**Unit 4 (12 Hours)**

Human Evolution: Dryopithecus, Ramapithecus, Australopithecus, Homo habilis, Homo erectus, Homo sapiens, Neandertalensis, Homo sapiens sapiens

### **Practical (30 Hours)**

Identify and draw the skull/crania of: Prosimians, Anthropoids, Old and New World monkeys, Lesser and greater apes and humans for comparisons with anatomical features.

### **References:**

1. D. Swindler (2004). *Introduction to the primates*. Indian Overseas Press.
2. John Buettner-Janusch (1966). *Origins of Man: Physical Anthropology*. Willey Eastern Publication Ltd.
3. Pia Nystrom and Pamela Ashmore (2011). *The Life of Primates*. Prentice Hall India Learning Private Limited.
4. Russell, Tuttle. (2007). *The functional and Evolutionary Biology of Primates*. Aldine Transaction.
5. Winfried Henke and Ian Tattersall (2015). *Handbook of Palaeoanthropology*. Springer Berlin, Heidelberg.

### **Teaching Learning Process**

Classroom teachings, Seminars, presentations and group discussion, Practical classes

### **Assessment Methods:**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

**Keywords:** Non-human primates, primate radiation, primate locomotion

**DISCIPLINE SPECIFIC ELECTIVE COURSE -10 (DSE-10)**  
**Visual Anthropology**

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

| Course title & Code        | Credits   | Credit distribution of the course |            |                      | Eligibility criteria  | Pre-requisite of the course (if any) |
|----------------------------|-----------|-----------------------------------|------------|----------------------|-----------------------|--------------------------------------|
|                            |           | Lecture                           | Tutorial   | Practical / Practice |                       |                                      |
| <b>Visual Anthropology</b> | <b>04</b> | <b>03</b>                         | <b>Nil</b> | <b>01</b>            | <b>Class XII pass</b> | <b>NIL</b>                           |

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

**Course Objectives**

This course is designed to help students understand how anthropologists have used visual methods to produce anthropological knowledge; it will also help students learn to critically analyse visual media and produce visual images and films that are anthropologically informed.

**Learning Outcomes**

On completion, students will be able to:

1. demonstrate understanding of the inter-disciplinary nature of studying visuals in anthropology.
2. analyze visual and textual ethnographic representation in different theoretical traditions.
3. make anthropologically informed documentary films.

**Syllabus:**

**Unit 1 Situating Visual Anthropology (10 Hours)**

Historical and Contemporary Trajectories; Interdisciplinarity; Visual Anthropology and the Senses

**Unit 2 Theory and Representation (11 Hours)**

Social Theory of Communication and Ethnographic Semiotic; Theories of Representation; Politics and Poetics of Representation; Indigenous Filmmaking and Self Expression

**Unit 3 Ethnographic Photography and Pictorial Media (12 Hours)**

Photographic analyses; Images as writing; Found Images; Photography as tool of ethnographic observation; Indigenous Media

**Unit 4 Ethnographic Films: Techniques and Ethics (12 Hours)**

Ethnographic film as sensory experience; techniques of Ethnographic Film making; Ethical Issues



## **PRACTICAL(30 Hours)**

1. Photo analysis: Analyze visual data from classical and contemporary ethnographies signifying how 'otherness' is constituted in different theoretical traditions.
2. Photo-elicitation and Ethno-photo essay
3. Auto-Ethnographic Digital Storytelling
4. Short ethnographic/documentary filmmaking and their anthropological evaluation.

## **REFERENCES**

1. Banks, M and J. Ruby. (eds). (2011). *Made To Be Seen: Perspectives on the History of visual anthropology*. Chicago: University of Chicago Press.
2. Banks, M. (2001). *Visual Methods in Social Research*. London: Sage Press
3. El Guindi, Fadwa. (2015). 'Visual Anthropology: Essential Method and Theory'. In H.Russell Bernard and Clarence C. Gravlee (eds) *Handbooks of Methods in Cultural Anthropology*. Lanham: Rowman and Littlefield.
4. Hockings, Paul. (2003). *Principles of Visual Anthropology*. Berlin: Mouton de Gruyter.
5. Lawrence, Andy. (2020). *Filmmaking for fieldwork: A practical handbook*. Manchester University Press
6. Pink, Sarah. (2010). *Doing Sensory Ethnography*. Sage Publications.
7. Worth, Sol and Larry P Gross. (1981). *Studying Visual Communication*. Philadelphia: University of Pennsylvania Press.

## **Teaching Learning Process**

Lectures and Discussions

Fieldwork for filmmaking

Hands-on practice in the Visual Anthropology Lab

Seminars and Presentations

### **Assessment Methods:**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

**Keywords:** Representation, Ethnographic Film, Visual, Communication, Sensory

**DISCIPLINE SPECIFIC ELECTIVE COURSE -11 (DSE-11)**  
**European Prehistory**

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

| Course title & Code | Credits | Credit distribution of the course |          |                      | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------|---------|-----------------------------------|----------|----------------------|----------------------|--------------------------------------|
|                     |         | Lecture                           | Tutorial | Practical / Practice |                      |                                      |
| European Prehistory | 04      | 03                                | Nil      | 01                   | Class XII pass       | NIL                                  |

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

**Course Objectives**

1. To introduce to students the evolutionary perspective of human prehistoric society in Europe with the help of archaeological cultural remains.
2. To familiarise the students with tool typology and its classification for the reconstruction of prehistoric societies.

**Learning Outcomes**

By studying this course, students will be able to:

1. describe the landscape of European archaeological sites and their relevance in studying prehistoric societies.
2. identify the tools, appreciate the tool typology, and classify it appropriately.

**Syllabus:**

**Unit I (10 Hours)**

Introduction to European Prehistory: Chronology and Terminology.

**Unit II (11 Hours)**

Lower Palaeolithic Culture of Europe: Somme Valley, Terra Amata, Le Vallonet, Monte Poggiollo, Atapuerca, Torallba -Ambrona

**Unit III (12 Hours)**

Middle Palaeolithic Culture of Europe: Le Moustier, Gorham Cave, Asprochaliko and Kiik Koba, Tata, La Micoque

**Unit IV (12 Hours)**

Upper Palaeolithic Culture of Europe: Different types of traditions. Cave Art

**References:**

1. Bhattacharya, D.K. (1977). *Palaeolithic Europe*. Netherland: Humanities press.

2. Champion Timothy, Clive Gamble, Stephen Shenan & Alasdair Whittle (2009) *Prehistoric Europe*, London: Routledge
3. Debenath, A., & Dibble, H. (1994). *Handbook of Paleolithic Typology. Volume one: Lower and Middle Paleolithic of Europe*. Philadelphia: University of Pennsylvania.
4. Fagan B. M. (2004). *People of the Earth: An Introduction to World Prehistory*. New Jersey: Pearson Education.
5. Gamble Clive. (1999). *The Paleolithic Societies of Europe*. Cambridge-. Cambridge University Press.
6. Hole, F., & Heizer, R. F. (1969). *An Introduction to Prehistoric Archaeology*. New York: Holt, Rinehart and Winston

### **Practical/Project work/Assignment (30 Hours)**

- Identification of tools:
  - Chopper/chopping tools
  - Varieties of handaxes
  - Cleavers and its types
  - Side scrapers
  - End scrapers
  - Knives
  - Burins
  - Borers
  - Microliths
  - Bone tools
- Identification of various lithic technologies

### **Teaching Learning Process**

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

### **Assessment Methods**

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

### **Keywords**

Geochronology, European archaeology, tool culture in Europe