

(Abstract)

MA Anthropology Programme (CBCSS) in the University Department w.e.f 2020 admission- Changing of Open Elective Courses from IV semester to III semester and changing of Elective Course 'Development Anthropology' from III semester to IV semester- Modified Scheme & Syllabus of the programme w.e.f 2021 admission-Implemented-Order issued.

ACADEMIC C SECTION

Acad/C1/13663/2020

Dated: 03.11.2022

Read:-1.U.O.No.Acad/C1/13663/2020 Dated: 15.01.2021

2.Minutes of the meeting of the IQAC, held on 27.07.2022

3.Minutes of the meeting of the Department Council , Department of Anthropology held on 27.09.2022

4.Letter from Head of the Department, Department of Anthropology dated 29.09.2022 forwarding the modified Scheme & Syllabus.

ORDER

1. As per paper read (1) above, revised Scheme, Syllabus of the M A Anthropology programme (CBCSS) were implemented w.e.f 2020 admission in the Department of Anthropology, Dr.Janaki Ammal Campus, Thalassery.

2. Meeting of Internal Quality Assurance Cell held on 27.07.2022 as per paper read (2) above, resolved that all the teaching departments should offer Open Elective Courses, compulsorily in the 3rd semester.

3. As per paper read (3) above, the Department Council, Department of Anthropology held on 27.09.2022 resolved to change the Open Elective Courses from IV semester to III semester and change the III semester Elective Course 'Development Anthropology' to IV semester with the following changes in Course Codes, w.e.f 2021 admission.

- Course Code for Open Elective Courses from MAANT04O01 - MAANT04O05 are changed to MAANT03O01 - MAANT03O05.
- Course Code for Elective Course Development Anthropology is changed from MAANT03E04 to MAANT04E06
- Course Code for Elective Course Environmental Anthropology is changed from MAANT03E05 to MAANT03E04
- Course Code for Elective Course Audio Visual Anthropology is changed from MAANT03E06 to MAANT03E05

4. Accordingly, the Head, Department of Anthropology, submitted the modified Scheme& Syllabus of M A Anthropology programme(CBCSS), for implementation w.e.f 2021 admission, as per paper read (4) above.

5. The Vice Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11 (l) of KU Act 1996 accorded sanction to implement modified Scheme and Syllabus M A Anthropology programme (CBCSS) at the Department of Anthropology, Dr.Janaki Ammal Campus, Palayad, Thalassery, w.e.f 2021 admission, as detailed in para (3) above, and to report the same to Academic Council.

6. Modified Scheme & Syllabus for M A Anthropology programme(CBCSS) w.e.f 2021 admission in the University Department, is appended and uploaded on the University website. (www.kannuruniversity.ac.in)

7. The U.O read (1) above, stands modified to this extent.

Orders are issued accordingly.

Sd/-

BALACHANDRAN V K
DEPUTY REGISTRAR (ACAD)

For REGISTRAR

To: The Head, Department of Anthropology, Dr. Janaki Ammal Campus, Palayad, Thalassery

Copy To: 1.PS to VC/PA to PVC/PA to R

2.The Examination Branch(through PA to CE)

3.The Web Manager(for uploading in the website)

4.SF/DF/FC

Forwarded / By Order


SECTION OFFICER





KANNUR UNIVERSITY
DEPARTMENT OF ANTHROPOLOGY

M.A. ANTHROPOLOGY
SYLLABUS - 2021

UNDER
CHOICE BASED CREDIT SEMESTER SYSTEM
(CBCSS)

Syllabus effective from 2021-22 Admission

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COURSE STRUCTURE WITH CORE COURSES

COURSE CODE	COURSES	Marks			Credit	Contact hours
		CA	ESE	Total		
First Semester						
MAANT01C01	Social-Cultural Anthropology	40	60	100	4	6
MAANT01C02	Peoples and Cultures of India	40	60	100	4	6
MAANT01C03	Research Methodology	40	60	100	4	6
MAANT01C04	Anthropological Theories	40	60	100	4	6
Total				400	16	24
Second Semester						
MAANT02C05	Archaeological Anthropology	40	60	100	4	6
MAANT02C06	Archaeological Anthropology Practical +Record+Viva voce		50+30+20	100	4	5
MAANT02E01	Anthropology in Practice	40	60	100	4	5
MAANT02E02	Anthropology of Gender	40	60	100	4	5
MAANT02E03	Tribal Development	40	60	100	4	5
Total				500	20	26
Third Semester						
MAANT03C07	Biological Anthropology	40	60	100	4	6
MAANT03C08	Biological Anthropology Practical +Record+Viva voce		50+30+20	100	4	5
MAANT03E04	Environmental Anthropology	40	60	100	4	5
MAANT03E05	Audio Visual Anthropology	40	60	100	4	5
MAANT03O01 to MAANT03O05	Open Elective Course	40	60	100	4	6
Total				500	20	26
Fourth Semester						
MAANT04E06	Development Anthropology	40	60	100	4	5
MAANT04E07	Medical Anthropology	40	60	100	4	5
MAANT04E08	Economic Anthropology	40	60	100	4	5
MAANT04C09	Ethnographic Fieldwork Dissertation + Viva voce		75+25	100	4	8
Total				400	16	24
Grand Total				1800	72	100

**LIST OF
ELECTIVE COURSES & OPEN ELECTIVE COURSES**

COURSE CODE	Elective Courses	Credits
MAANT02E01	Anthropology in Practice	4
MAANT02E02	Anthropology of Gender	4
MAANT02E03	Tribal Development	4
MAANT03E04	Environmental Anthropology	4
MAANT03E05	Audio-Visual Anthropology	4
MAANT04E06	Development Anthropology	4
MAANT04E07	Medical Anthropology	4
MAANT04E08	Economic Anthropology	4
	Open Elective Courses	
MAANT03O01	Foundations in Anthropology	4
MAANT03O02	Anthropology of Tourism	4
MAANT03O03	Anthropology of Disasters	4
MAANT03O04	Business and Corporate Anthropology	4
MAANT03O05	Urban Anthropology	4

ANTHROPOLOGY

Introduction-Programme Objectives

As the study of humankind, anthropology seeks to produce useful generalizations about people and their behaviour to arrive at the fullest possible understanding of human diversity. Anthropologists try to seek answers to an enormous variety of questions about humans. They are interested in discovering when, where and why humans first appeared on the earth; how and why they have changed since then; how and why modern human populations vary/overlap in certain physical features. They are also interested in knowing how and why societies in the past and present have similar/different norms, values, customs, beliefs and practices.

Anthropologists not only study all varieties of people, they also study all aspects of human population. For example, when describing a group of people, an anthropologist might discuss the history of the area in which the people live, the physical environment, the organisation of family life, the general features of their language, the group's settlement patterns, political and economic systems, religion, styles of art and dress. Some are of course concerned primarily with biological or physical characteristics of human populations; others are interested principally in what we call cultural characteristics. There are also some who study the prehistoric cultures and still others who study the human languages in order to understand their culture and society.

Learning outcomes-based approach to curriculum planning and development

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree and Master's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the under- and post- graduates in Anthropology. The National Curriculum Framework for Undergraduate and Postgraduate Studies in Anthropology, therefore, is an outcomes-based framework. Learning outcomes specify what students completing a particular programme of study are expected to

know and be able to do at the end of their programme of study. The learning outcomes indicate the knowledge, skills, attitudes and values that are required to enable the students to effectively participate in knowledge production and in the knowledge economy, improve national competitiveness in a globalized world and for equipping young people with skills relevant for global and national labour markets and enhancing the opportunities for social mobility.

The overall objectives of the LOCF for Anthropology are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of a programme of study;
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate graduate/postgraduate mobility; and
- provide higher education institutions and their external examiners an important point of reference for setting and assessing standards.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The graduate/postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate.

Qualification descriptors for a postgraduate degree programme: Some of the desirable learning outcomes which a postgraduate student should be able to demonstrate on completion of the programme will include the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary

areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.

- Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to the chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the disciplinary area and field of study.

Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating evidence-based solutions and arguments.

- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.

Methodology

Anthropology has earned methodological recognition due to micro level tribal studies to the study of complex industrial societies following the conceptual models of studying society and cultures. On the other hand there are national character studies, and studies of civilizations whereby archaeological and linguistic anthropology have substantially contributed. There are studies pertaining to biological composition of the people of India and of the world. In recent times, urban anthropology has developed as a result of ethnicity studies. Anthropology has contributed to growth studies, nutritional studies, reproductive

biology and demography, and forensic science which have applications in addressing concerns of the people, and of the policy planners and administrators.

Anthropology developed its body of knowledge and theories by studying other, preliterate, isolated people by developing appropriate tools and techniques of research. Now anthropology has to study not only alien cultures but familiar people and their culture, not merely as objects of study but as fellow citizens, whose aspirations of development and concerns for their own problems of poverty, health and education have to be met. This requires more objective tools and techniques of research methodology. The qualitative methods developed in Anthropology provide analytical answers to the “why” in preference to “how much” which are generally sought by policy planners and implementers. The methods of rapid appraisals now developed, and participatory research tools and techniques are the direct result and have evolved from traditional anthropological methods of investigation. A proper mix of these micro level methods with the analysis of macro situations which are rooted in history, and the new macro policy formulation which arise from science and technology on one hand, and global pressures on other, is necessary to comprehend the holistic process at work. Anthropology tried to bridge the gap between “We’ and “They” by following the research techniques of “Going Native” by one year of participatory research among the people. For a native anthropologist “We” have to be studied by “Us” and not by “Them” (UGC Document on LOCF-Anthropology 2019).

SYLLABUS

CORE COURSES

SEMESTER-I

Course MAANT01C01: Social-Cultural Anthropology

(4 Credits)

Course Objective

This is the foundation course in Social-Cultural Anthropology. It aims to introduce the students to the key concepts and the terms in Anthropology. The course aims at elucidating the nature and organization of culture and society at various levels and the basic categories, which have emerged due to comparison of groups and institutions in the global context paying special attention to the simple societies.

Learning Outcomes

The expected learning outcomes of this paper are as follows:

- The students will learn what is Social and Cultural Anthropology and how it is related to other branches of Anthropology and other disciplines under Social and Natural sciences.
- They will learn about the key concepts in Social and Cultural Anthropology like social structure, social change, culture, cultural change, socialization, and the like.
- The students will also learn about social institutions like family, marriage, kinship and religion.

Module 1: Development, Relevance and scope of Social- Cultural Anthropology

- Place in academia. Quadripartite Approach. Uniqueness
- Emerging Areas: Economic Anthropology, Political Anthropology, Development Anthropology Medical Anthropology, Urban Anthropology, Visual Anthropology, Applied and Action Anthropology, Forensic Anthropology.

Module 2: Concepts of Society and Culture

- Status and Role; Community, Group, Association
- Social Structure and Organization
- Social Stratification, Social Control, Social Mobility Attributes and Aspects of culture: Enculturation, Ethnocentrism and Cultural Relativism
- Culture Structure
- Culture processes: diffusion and acculturation.

Module 3: Human Diversity- Social Institutions I:

- Family (Types, basic structure, functions, Changing trends in family and Residence patterns), Stages of development of family.
- Marriage: Possibility of a universal definition (forms and functions; Regulations of marriage- Incest, Hypergamy, Hypogamy, Endogamy and Exogamy; Ways of acquiring mates Prescribed; Proscribed; Preferential marriage and Incest); Marriage payments

- Kinship (Concept, Kin groups: Lineage, Clan, Phratry, Moiety and Tribe. Kinship Typology and Kinship behaviour, Kinship Terminological system: Eskimo, Omaha, Hawaiian, Crow, Iroquois, Sudanese).

Module 4: Human Diversity- Social Institutions II

- Religious Organization (concept, function, theories), Magic (concept, types, function, practitioners).
- Economic Organization: (concept, function, production-subsistence strategies: Foraging, Pastoralism, Horticulture, Swidden/Shifting Cultivation, Agriculture), Reciprocity and Redistribution; Barter; Trade and Market, Ceremonial Exchange: Kula Ring and Potlatch.
- Political Organization: (concept, function, types of political organization and leadership patterns, State; Stateless Society Law and Justice; Customary Law)

Recommended Readings

- Ahuja, R. 1997. *Indian Social System*. New Delhi: Rawat.
- Beals, Ralph and Harry Hoijer. 1971. *An Introduction to Anthropology*. London: Macmillan.
- Beattie, John. H.M. 1964. *Other Cultures: Aims, Methods and Achievement in Social Anthropology*. New York: Free Press.
- Bodley, John. 1997. *Cultural Anthropology*. California: Mayfield
- Bohannan, Paul. 1963. *Social Anthropology*, New York: Holt, Rinehart and Winston. Doshi, S.L. and P.C. Jain. 2001. *Social Anthropology*. New Delhi: Rawat.
- Ember, Melvin and Ember, Carol R. 1993. *Anthropology*. New Delhi: Prentice-Hall. Firth, Raymond. 1956. *Elements of Social Organization*. London: Watts and Co.
- Fox, Robin. 1971. *Kinship and Marriage: An Anthropological Perspective*. Harmonds Worth: Penguin Books.
- Ghurye, G.S. 1993. *Caste and Race in India*. Bombay: Popular Prakashan.
- Gupta, Dipankar. 1992. *Social Stratification*. Bombay: Oxford.
- Herskovits, M.J. 1974. *Cultural Anthropology*. New Delhi: Oxford and IBH.
- Honigmann, J.J. 1959. *The World of Man*. New York: Harper and Row Brothers. Jha, M. 1998. *An Introduction to Anthropological Thought*. Delhi: Vikas.
- Kapadia, K.M. 1971. *Marriage and Family in India*. Culcutta: Oxford.
- Keesing, F.M. 1958. *Cultural Anthropology - The Science of Custom*. New York: Rinehart.
- Linton, R 1936. *The Study of Man*. New York: Appleton-Century.
- Lowie, R.H. 1971. *Social Organisation*. London: Routledge and Kegan Paul.
- MacIver, R.M. and C.H. Page. 1988. *Society. An Introductory Analysis*. Madras: Macmillan.
- Mair, L. 2001. *An Introduction to Social Anthropology*. New Delhi: Oxford.
- Majumdar, D.N. 1990. *Races and Cultures of India*. New Delhi: Kalyani.

- Majumdar, D.N. and Madan. 1990. *An Introduction to social Anthropology*. New Delhi: National Publishing House.
- Morgan, L.H. 1996. *Ancient Society*. Calcutta: K.P.Bagchi & Co.
- Murdock, G.P. 1965. *Social Structure*. Illinois: Free Press.
- Panchal, R.K. 2007. *Social Anthropology*. New Delhi: Vishvabharti.
- Pandey, Gaya. 2017. *Social-Cultural Anthropology*. New Delhi: Concept Publishing Company.
- Radcliffe-Brown, A.R. 1973. *Structure and Function in Primitive Society*. London: Routledge and Kegan Paul.
- Sharma, K.L. 1997. *Social Stratification and Mobility*. New Delhi: Rawat Publications.
- Uberoi, P. 1994. (Ed.). *Family, Kinship and Marriage in India*. Delhi: Oxford.
- Upadhyay, V.S. and G. Pandey. 2000. *History of Anthropological Thought*. New Delhi: Concept.

SEMESTER-I

Course MAANT01C02: Peoples and Cultures of India

(4 Credits)

Course Objective

This course is intended to acquaint the students of Anthropology with the basic attributes of the different peoples who constitute the Indian population including their demographic, ethnic and linguistic features. It will also highlight the fundamentals of Indian culture including the aesthetic and creative aspects of life and make the students aware of the rich heritage of one of the oldest civilizations.

Learning Outcomes

- Students will learn the concept of Indian Social system
- The process of Social Change will be studied in detail
- The Aesthetic and Creative Aspects of Indian Culture will be studied elaborately

Module 1. Culture, Society and Civilization

- Concepts of culture and civilization
- Theories of Emergence of Civilizations
- Indian culture: tribal, folk, peasant and urban dimensions
- Racial/ethnic elements and demographic composition of Indian population.
- Linguistic diversity and classification of languages

Module 2. Indian Social System and Social Disabilities

- Religious and Philosophical Tradition
- Sacred Texts of India
- Indian Caste System: Fission and Fusion; Mobility, Problem of Untouchability, Social Reform Movements

Module 3. Indian Education System

- Evolution of Indian education system - Pre-British, British and Post-independence
- Contemporary educational pattern
- Non-formal education.

Module 4. Approaches and Process of Social Change

- Folk-Urban Continuum, Little and Great Traditions; Universalization and Parochialisation, Sacred Complex. Tribe-Caste Continuum. Nature-Man –Spirit Complex.
- Modernization, Industrialization, Urbanization, Westernisation Sanskritization, Concept of Dominant Caste, Pecuniarisation.

Recommended Readings

- Ahuja, Ram. 2004. *Society in India – Concepts, Theories and Recent Trends*. Jaipur: Rawat Publications.
- Beteille, Andre. 1972. *Inequality and Social Change*. Delhi: Oxford University Press.
- Beteille, Andre. 1974. *Six Essays in Comparative Sociology*. Delhi: Oxford University Press.
- Cohn, Bernard. 2001. *India – The Social Anthropology of a Civilization*. New Delhi: Oxford University Press.
- Dumont, Louis. 1970. *Homo Hierarchicus: The Caste System and its Implications*. Chicago: University of Chicago press.
- Fuller, C. J. 2004. (1992). *The Camphor Flame: Popular Hinduism and Society in India*. New Jersey: Princeton Ganguly,
- Mahendrakumar, M.S. 2006. *Pecuniarisation- A New Theory of Social Change in India*. New Delhi: Serials Publications
- Mandelbaum, D. G. 1984. *Society in India*. Bombay: Popular Prakashan.
- Rao, M. S. A. 1987. *Social Movements and Social Transformation*. New Delhi: Manohar.
- Sasikumar, M. 2019. *Matriliny among the Khasis-A Study in Retrospect and Prospect*. New Delhi: Gyan Publishing House.
- Singer, Milton and Bernard S. Cohn. (Ed.). 1968. *Structure and Change in Indian Society*. Chicago: Aldine Pub. Co.
- Singh, K. S. 1998. *People of India – National Series*. Anthropological Survey of India, Kolkata. Delhi: Oxford University Press.
- Singh, Yogendra. 1980 (Reprint). *Social Stratification and Change in India*. New Delhi: Manohar Book Services.
- Srinivas, M. N. 1995 (Reprint). *Social Change in Modern India*. New Delhi: Orient Longman.
- Sumit and Neil De Votta (Eds). 2003. *Understanding Contemporary India*. New Delhi: Viva Books Pvt Ltd. Haviland,

SEMESTER-I

Course MAANT01C03: Research Methodology

(4 Credits)

Course Objective

The course introduces to the students the basic techniques of data collection and data processing including statistical techniques. It will also bring home the fundamentals of anthropological fieldwork and its value to the discipline.

Learning Outcomes

- The students will learn about fieldwork and its relationship with anthropology.
- They will learn about preparing for fieldwork and selection of field site.
- They will also learn about various methods and techniques of data collection.
- From the practical component they will learn about how to use the various methods and techniques of data collection and write a report on a given topic.

Module 1. Science and Scientific Research

- Introduction to research in anthropology
- Subjectivity, Objectivity and Inter subjective objectivity
- Ethical, Experimental and Epistemological problems.

Module 2. Construction of Research Design

- Identification of broad area of research and the problem
- Review of literature , Hypotheses and Sampling
- Construction of tools and techniques of data collection, Mode of analysis and reporting

Module 3. Anthropological Fieldwork and data collection

- Fieldwork tradition in anthropology
- Ethnographic approach and concepts- using native language, Key informants
- Restudy and Reinterpretation, Personal, official, historical documents and oral narratives
- Interview, Observation, Questionnaire and Schedule
- Genealogy, Pedigree, Case study and Extended case method
- Participatory Rural Appraisal
- Ethical dimensions.

Module 4. Analysis of data, Interpretation and Report writing

- Classification, tabulation and presentation of data.
- Content analysis and Grounded theory approach.
- Preparation of Anthropological research report

Recommended Readings

- Amit, V. 1999. *Constructing the Field*. London: Routledge.
- Bechhofer, F. and L. Paterson. 2000. *Principles of Research Design in the Social Sciences*. London: Routledge.
- Beteille, A. and T. N. Madan. 1975. *Encounter and Experience*. New Delhi: Vikas.
- Burgess, R. G. 1984. *In the Field: An Introduction to Field Research*. London: Routledge.
- Ellen, R. F. 1984. *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
- Epstein, A.L. 1978. *Crafts in Social Anthropology*. Delhi: Hindustan Publishing Corp.
- Foster, G. M. et al. 1979. *Long Term Field Research in Social Anthropology*. New York: Academic Press.
- Frelich, M. 1970. *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons.
- Goode, W.J. and P.K. Hatt. 1981. *Methods in Social Research*. Singapore: McGraw-Hill.
- Jongmans, D.G. and P.C.W. Gutkind. 1967. *Anthropologists in the Field*. Assen: Van Gorcum &Co.
- Russell, Bernard, H. 1995. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: AltaMira Press.
- Sarana,G.1975.*The Methodology of Anthropology*. New York: The University of Arizona Press.
- Srinivas, M.N. 1983. *The Observer and the Observed*. Faculty Lecture 1, Faculty of Arts and Social Sciences, University of Singapore.
- Stocking, G.W. 1983. *Observers Observed: Essays on Ethnographic Fieldwork*. Madison: The University of Wisconsin Press.
- Williams, T. R. 1967. *Field Methods in the Study of Culture*. London: Holt, Rinehart and Winston.
- Bechhofer, F. and L. Paterson. 2000. *Principles of Research Design in the Social Sciences*.London: Routledge.
- Beteille, A. and T. N. Madan. 1975. *Encounter and Experience*. New Delhi: Vikas.
- Burgess, R. G. 1984. *In the Field: An Introduction to Field Research*. London: Routledge.
- Ellen, R. F. 1984. *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.

Course MAANT01C04: Anthropological Theories (4 Credits)

Course Objective:

The main purpose of the course is to provide the anthropological theories to the post graduate students in a nutshell and also to provide the schools of thought and the intellectual movements, both past and present and the new theoretical developments in social-cultural anthropology. A module is also dedicated to the Indian Anthropological theories.

Learning Outcomes

- The students will learn about the important classical theories of anthropology.
- They will learn about later developments in classical theories.
- From the practical component they will learn about how to present their understandings of various theories as well as their limitations.

Module 1. Introduction, Evolution and Diffusion

- Anthropological thought and Theoretical Development in Anthropology
- Evolutionist School of Thought: British, German and American
- Diffusionist School of Thought : British, German and American

Module 2. Functional and Structural Functional Theories

- Malinowski's contributions to functionalism.
- Radcliffe-Brown's Structural functionalism

Module 3. Cultural Patterns and Culture and Personality

- Ruth Benedicts Theory of Pattern and study of Culture at a Distance
- Culture and Personality: Basic Personality Construct and Model Personality
- National Character studies of Margaret Mead

Module 4. Structuralism, Post Structuralism, Postmodernism and Globalization

- Structuralism in linguistics and in social-cultural anthropology
- Social structure as model: views of Levi-Strauss
- Post-structuralism
- Postmodernism
- Globalization

Recommended Readings

- Giddens, Anthony. 2014. *Social Theory and Modern Sociology*. Jaipur & New Delhi: Rawat Publications.
- Giddens, Anthony. 1987. *Social Theory*. California: Stanford University Press.
- Harris, Marvin. 1968. *Rise of Anthropological Theory*. United States: Alta Mira.
- Johnson, Christopher. 2003. *Claude Levi-Strauss-The Formative Years*. London: Cambridge University Press.
- Leach, E. R. 1970. *Levi – Strauss*. New York: Viking Press.
- Lemert, Charles 2009. *Social Theory-The Multicultural and Classic Readings*. New York: Westview Press.
- Levi-Strauss, Claude. 1963. *Structural Anthropology*. New York: Doubleday Anchor Books.
- Mahendrakumar, M.S. 2006. *Pecuniarisation – A New Theory of Social Change in India*. New Delhi: Serials Publications.
- Malinowski, Bronislaw. 1922. *Argonauts of Western Pacific*. London: Routledge & Kegan Paul Ltd.
- Manners, R. and Kaplan, D. (Ed.). 1969. *Theory in Anthropology*. Chicago: Aldine Publishing Company.
- Milton, Kay. 1996. *Environmentalism and Cultural Theory*. London: Routledge.
- Morgan, Lewis Henry. 1878. *Ancient Society*. New York: Henry Holt and Company.
- Paul Bohannan and Mark Glazer. 1973. *High Points in Anthropology*. New York: McGraw-Hill Publications.
- Radcliffe-Brown, A. R. 1965. *Structure and Function in Primitive Society*. New York: Free Press.
- Redfield, R. 1962. *Human Nature and the Study of Society*. Chicago: University of Chicago.
- Srinivas, M.N. 1995 Rpt. *Social Change in Modern India*. New Delhi: Allied Publishers.
- Tyler, Stephen (Ed). *Cognitive Anthropology*. 1969. New York: Holt, Rinehart and Winston.
- Tylor, E.B. 1871. *Primitive Culture*. London: John Murray.
- Upadhyay, V.S. and Pandey, Gaya. 1997. *History of Anthropological Thought*. New Delhi: Concept Publishing Co.

Course MAANT02C05: Archaeological Anthropology (Theory) **(4 Credits)**

Course Objective:

It is intended to provide students broad outline of the course of cultural evolution through prehistoric times. Since man's cultural and biological evolution proceeded together the course content has been designed to include major phases of biological evolution and link them to corresponding stages of cultural evolution.

Learning Outcomes

- The students will learn about archaeological anthropology and its relationship with other branches of anthropology and other related disciplines.
- They will learn about the techniques of dating prehistoric finds.
- They will also learn about geological timescale and cultural expressions of each epoch.
- From the practical component they will learn about how to draw, identify and interpret prehistoric tools.

Module 1. Introduction

- Subject matter, scope and relationship of Archaeological Anthropology with other branches of Anthropology.

Module 2. Relationship between culture and environment

- Relationship between culture and environment.
- Glacial and Interglacial Periods. Causes of Ice Ages. Pluvial and Interpluvial Periods. River Terraces.
- Environmental changes at the close of the Pleistocene
- Development of microlithic technology and use of bow and arrow

Module 3. Methods of Dating

- Chronology: Relative and Absolute
- Methods of Dating: Radio-carbon (C-14 Dating). Potassium Argon Dating. Thermoluminescence or TL Dating. Dendrochronology. Fluorine and Uranium Dating. Nitrogen or Collagen Dating. Stratigraphy.

Module 4. Periodisation in Prehistory and Archaeology of India

- Palaeolithic Period: Lower Palaeolithic period and Oldowan and Acheulian culture
- Middle Palaeolithic period and Mousterian culture
- Upper Palaeolithic Period and Perigordian Culture, Aurignacian Culture, Solutrean Culture, and Magdalenian Culture
- Neolithic Period, Chalcolithic Period
- Introduction of iron technology and its economic and social consequences
- Salient features of Palaeolithic, Microlithic, Mesolithic, Neolithic and Chalcolithic industries in the Indian sub-continent

Course MAANT02C06: Archaeological Anthropology (Practical) **(4 Credits)**

Course Objective

It is intended to provide students practical knowledge in identification, drawing, description of artefacts of the Paleolithic, Mesolithic, and Neolithic and Post Neolithic periods. Students should submit Practical Records at the end of this semester.

Learning Outcomes

- Students will learn to identify and draw representative artefacts
- Students will be able to identify rocks most commonly used as raw materials in the manufacture of artefacts of different periods

Module 1. Introduction to Stone Tools and Identification Methods

Module 2. How to measure and describe stone tools. Identification, drawing, description of representative artefacts of the Palaeolithic, Mesolithic, Neolithic and post-Neolithic periods.

Module 3. Palaeolithic Stone Tools – Identify, Draw and Describe.

Module 4. Mesolithic Stone Tools – Identify, Draw and Describe.

Recommended Readings (For Theory & Practical)

Ayyangar, P.T. Srinivasa. 1988. *The Stone Age in India*. Delhi: Asian Educational Services.

Beals & Hoijer. *An Introduction to Anthropology*. University of California.

Bhattacharya, D.K. 1979. *Old Stone Age: A Study of Palaeolithic Times*. Calcutta: Rupa & Co.

Burkitt, M.C. 1963. *The Old Stone Age: A Study of Palaeolithic Times*. Calcutta: Rupa & Co.

Carrington, Richard. 1963. *A Million Years of Man*. USA: The New American Library.

Childe, Gordon. 1936. *Man Makes Himself*. London: C.A. Watts and Co. Ltd.

Clark, Grahame. 1977. *World Prehistory in New Perspective*. Cambridge: Cambridge University Press.

- Ganguly, D.K. 1994. *Ancient India: History and Archaeology*. New Delhi: Abhinav Publications.
- Haviland, William A. 1985. *Anthropology*. New York: Holt, Rinehart and Winston.
- Kamalakar, G. 2000. *South Indian Archaeology*. Delhi: Bharatiya Kala Prakashan.
- Nicholas David & Carol Kramer. 2001. *Ethno archaeology in Action*. Cambridge University Press.
- Rajendran, P. 1989. *The Prehistoric Cultures and Environment*. New Delhi: Classical Publishing Company.
- Rajendran, P. 2018. Unravelling the Past- Archaeology of Kerala and the Adjacent Regions in South India.
- Turnbaugh, William A. (Et al.) 1993. *Understanding Physical Anthropology and Archaeology*. New York: West Publishing Company.

Course MAANT03C07: Biological Anthropology

(4 Credits)

Course Objective

This course aims to introduce the students to the basic concepts, scope and application of biological anthropology covering human origin, evolution and variation and the basic principles of human genetics.

Learning Outcomes

- Students will learn the scope, development and applications of Biological anthropology.
- The students will learn about various theories of evolution along with the classification of animal kingdom and the place of man in the same.
- They will learn about the concept of race.
- Principles of inheritance and human genetics will be studied in detail.
- Students will learn the concept of Race and Racial classifications

Module 1. Biological Anthropology: Concept, Scope, Development and Applications

- Concept, History, Development and Scope
- Family Welfare and Genetic Counselling, Genetic Engineering, DNA Finger Printing, In Industry, medico-legal problems, defense services, public health and nutrition.

Module 2. Man's place in the animal kingdom

- Theories of Evolution- Lamarckism, Darwinism, Mendalism and Modern Synthetic Theory.
- Principles of taxonomy -Classification, distribution and features of living non-human primates (functional and adaptation significances)
- Anatomical comparison between human and non-human primates (with reference to erect posture and bipedalism)
- Theories of Evolution- Lamarckism, Darwinism, Mendalism and Modern Synthetic Theory.

Module 3. Principles of Human Genetics and Inheritance

- Cell structure and functions, Meiosis and genetic significance
- Importance of genetics in evolution and recent developments in human genome.
- Chromosomes and genes- Autosomal dominant, recessive, Co-dominant,
- Sex linked, sex limited and sex influenced.
- Multiple alleles and polygenic inheritance (ABO Blood Groups, MN System, Rh Factor, Colour Blindness, Albinism, Brachydactyly, Alkaptonuria)

Module 4. Emergence of man-fossil evidence to races

- Pongids and Hominids,
- Australopithecines
- Homo erectus- Pithecanthropines and Sinanthropus
- Homo sapiens Neanderthalensis

- Racial criteria and major divisions of mankind.
- Concept of Racism – UNESCO Recommendations
- Risley, Guha, Sarkar, Daniker's, Hootens, Coons, Garn and Birdsetts Classification.

Recommended Readings

- Das, B.M. *Outlines of Physical Anthropology*. Allahabad: Kitab Mahal.
- Das, B.M. 1998. *Physical Anthropology Practical*. New Delhi: Kitab Mahal Distributors.
- Doshi, S.L. and P.C. Jain. 2001. *Social Anthropology*. New Delhi: Rawat.
- Jurmain, Robert. Harry Nelson. Lynn Kilgore (eds). 1997. *Introduction to Physical Anthropology*. USA: Wadsworth Publishing Company.
- Park, Michael, Alal. 1996. *Biological Anthropology*. London: Mayfield Publishing Company.
- Panchal, R.K. 2007. *Physical Anthropology*. New Delhi: Viswabharati Publications.
- Reddy, V. Remi. 1992. *Physical Anthropology, Evolution and Genetics of Man*. Andhra Pradesh: V. Indhira Publications.
- Tomar, R.C. 2008. *Biological Anthropology*. New Delhi. Arise Publishers & Distributors.
- Gosh, Sudipta. Limbu, kr, Dhruva (eds). 2014. *Readings in Biological Anthropology*. Delhi: B.R. Publishing company.
- Standford Craig. Allen. S. John. Anton. C. Susan. 2012. *Biological Anthorpology. The Natural History*
- Gosh, Sudipta. Limbu, kr, Dhruva (eds). 2014. *Readings in Biological Anthropology*. Delhi: B.R. Publishing company.
- Standford Craig. Allen. S. John. Anton. C. Susan. 2012. *Biological Anthorpology. The Natural History of Human*. New Delhi. PHI Learning Pvt. Ltd.

Course MAANT03C08: Biological Anthropology (Practical)

(4 Credits)

Course objective

This practical course is to provide knowledge of Human Anatomy, Skeleton, including important landmarks on bones. This core course will help the students to learn the techniques of Craniometry, Comparative anatomy and their importance and applications in understanding the problems of Human Variation and Evolution.

Learning Outcomes

- From the practical component they will learn how to identify, draw and describe human bones, take somatometric measurements and make somatoscopic observations.

Module 1. Study of Human skeleton: identification and description of different bones of the skeleton.

Module 2. Age and sex determination from Skull and Pelvis, Anatomical comparison between man and non-human primates, Anatomical comparison between skulls of Ape and Man.

Module 3. Anthropometry and anthropometric instruments, drawing of various views of the Human skull and description of landmarks.. Craniometry: techniques, landmarks, measurements and indices.

Direct or/and indirect measurements to be taken on the human skull and jaw.

Module 4. Somatometric measurements and indices with special reference to physical growth in man, to be taken according to Martin and Saller on 20 individuals. Calculating their mean, standard deviation, and coefficient of variation and standard errors. Somatoscopic observation on living individuals. ABO system and identification of blood sample.

Note: The measurements may be selected by the Department depending upon its resources out of the following list:

A- Craniometry

All craniometric work is to be done on human skull and a brief comparative note, based on the measurements actually taken by the students, to be written. Direct and indirect measurements to be taken on skull and lower jaw:

I. SKULL

- (1) Maximum cranial length, Maximum Cranial Breadth
- (2) Maximum Frontal Breadth, Maximum Occipital Breadth
- (3) Least Frontal Breadth, Palatal Breadth, Palatal Length
- (4) Maxilla-Alveolar Breadth, Facial Depth/Prosthion Basion Line
- (5) Outer Bi-orbital Breadth/ Upper Facial Breadth
- (6) Inner Bi-orbital Breadth, Byzygomatic Breadth, Bymaxillary Breadth

- (7) Morphological Facial Height, Morphological superior Facial Height
- (8) Anterior Inter Orbital breadth, Nasal Height, Nasal Breadth
- (9) Biauricular Breadth, Basion Bregma Length, Nasion Inion Line
- (10) Nasion Lambda Line, Frontal chord, Parietal Chord, Occipital Chord
- (11) Frontal Perpendicular, Parietal Perpendicular, Occipital Perpendicular
- (12) Calvarial Height, Lambda Calvarial Height, Cranial Vault on Keith's Plane
- (13) Facial Profile Angle/Total Profile Angle, Metopic Angle
- (14) Nasal Profile Angle, Alveolar Profile Angle, Profile Angle of Nasal Root
- (15) Lambda Opisthion Angle/Profile of Occiput, Calvarial Base Angle
- (16) Inclination Angle of Occipital Foramen, Frontal Curvature Angle.

II. LOWER JAW (Linear measurement and angles)

- | | |
|------------------------|------------------------------|
| (1) Bicondylar Breadth | (4) Symphyseal Height |
| (2) Bigonial Breadth | (5) Minimum Breadth of Ramus |
| (3) Height of Ramus | (6) Mandibular Angle |

B- Somatometry

- | | |
|---|--|
| (1) Maximum Head Length | (20) Right Upper Arm Length |
| (2) Maximum Head Breadth | (21) Right Fore Arm Length (Direct and Indirect) |
| (3) Maximum Frontal Breadth | |
| (4) Maximum Bizygomatic Breadth | (22) Right Hand Breadth |
| (5) Bigonial Breadth | (23) Right Hand Length |
| (6) Nasal Height | (24) Right Foot Length |
| (7) Nasal Length | (25) Right Foot Breadth |
| (8) Nasal Breadth | (26) Biacromial Breadth |
| (9) Physiognomic Facial Height | (27) Bideltoid Breadth |
| (10) Morphological Facial Height | (28) Bicristal breadth |
| (11) Physiognomic Upper Facial Height | (29) Bitrochanteric Breadth |
| (12) Morphological Upper Facial Height | (30) Maximum Hip Width |
| (13) Head Circumference | (31) Chest Breadth (Transverse) |
| (14) Stature | (32) Chest Depth (Sagittal) |
| (15) Sitting Height | (33) Chest Girth |
| (16) Body Weight | (34) Head Circumference |
| (17) Sitting Height Cervical | (35) Upper Arm girth |
| (18) Total Right Upper Extremity Length (Direct and Indirect) | (36) Calf Girth |
| (19) Total Lower Extremity Length (k- quotient method) | (37) Skinfold at Triceps |
| | (38) Skinfold at Biceps |

C-Somatostopy

- | | |
|-----------------|-----------------|
| (1) Head form | |
| (2) Hair form | (6) Hair colour |
| (3) Facial form | (7) Eye colour |
| (4) Eye form | (8) Skin colour |
| (5) Nose form | |

Recommended Readings

- Das, B.M and Ranjan Deka. 1992. *Physical Anthropology-Practical*. Allahabad: Kitab Mahal.
- Ember Carol R, with Melvin Ember and Peter N Peregrine. 2006. *Anthropology 10th edition*. Delhi: Pearson Education.
- Jurmain, R. with H. Nelson, L. Kilgore and W. Trevathan 1999. *Introduction to Physical Anthropology*. Belmont: Wadsworth.
- Naidu, C.K.S. 2007. *Outlines of Physical Anthropology*. New Delhi: Arise Publishers and Distributors.
- Singh, I.P. and M.K. Bhasin. 2005. *A Manual of Biological Anthropology*. Kamla-Raj Enterprises. Delhi.
- Singh, I.P. and M.K. Bhasin. 1989 (Reprint): *Anthropometry*. Delhi: Kamla-Raj Enterprises.
- Strickberger, MW. 1990. *Evolution*. London: Jones and Bartlett Publishers.
- Turnbaugh, W. with R. Jurmain, H. Nelson and L. Kilgore. 1996, *Understanding Physical Anthropology and Archaeology*, 6th ed. St. Paul: West Publishing Company.

Course MAANT04C09: Ethnographic Fieldwork and Dissertation (4 Credits)

Course Objective

Fieldwork is the very backbone of social anthropological studies and research. By staying in the field area, living with people and applying the various techniques of social research, one can know about all aspects of a human society. This approach is called fieldwork. Every student of anthropology has to be well trained in anthropological fieldwork. In the initial period he has to establish good rapport with the people of the area and later on carry out his fieldwork under the guidance of a teacher.

Field report writing is an equally important part of training to the students. The data collected in the field should be analyzed, interpreted and documented in a scientific manner to be presented in the form of a field report to be submitted for examination. Two examiners on relevant topics will conduct a viva voce examination.

Learning Outcomes

The learning outcomes of this important paper are many. For instance, they will learn to use various fieldwork methods and techniques to collect data which will not be possible without learning to build rapport with the people and without being able to communicate with them in a language they understand. They will also learn how to collate the data, draw tables or charts, interpret the data and draw appropriate generalizations from the same. They will also learn how to communicate how they have done their research, where they have done the research, what are the generalizations made and what are the implications of their findings. They will then learn how to give references that are complete, correct and consistent. Finally, they will learn how to defend their findings orally.

Recommended Readings

- Bartlett, F. C. *The Study of Society* (Sel. Chapters). Casandrade (ed.). *In the Company of Man*.
- Bernard, H.R 1998 - *Research Methods in Cultural Anthropology*. New Delhi: Sage publication.
- Fetterman, D.H. 1989 - *Ethnography: step by step*. New Delhi: Sage publications.
- Fischer, M. 1977 - *Applications in Computing for Social Anthropology*, London: Routledge and Kagan Paul.
- Madrigal, L. 1998 - *Statistics for Anthropology*, Cambridge : Cambridge University Press
- Nichtes, M. 1984 - *Participatory Research as a first step*. In *Social Science and Medicine*, Vol. 19, No.3 pp. 237 –257.
- Peacock, J.L 1988 - *The Anthropological Lens*. Cambridge: Cambridge University Press.

Pelto, P.J. and G.H Pelto, 1978 - Anthropological research. Cambridge: Cambridge University Press.

Pelto.P.J and G.H Pelto 1979 - Anthropological Research. N.Y: Harper and Row.

Royal Anthropological Institute. *Notes and Queries on Anthropology*.

Sarana, G 1975 - The Methodology of Anthropological Comparisons. Trucson: The University of Arizona Press.

Scrimshaw,C.MandH.Hurtado 1989 - Rapid Assessment Procedures. Tokyo : UN University.

Weller,S.C and A.K Romney 1990 - Systematic Data Collection. Newbary Park: Sage.

Young, P.V. 1994 – Scientific Social Surveys and Research, New Delhi: Prentice- Hall of India.

SYLLABUS ELECTIVE COURSES

Course MAANT02E01: Anthropology in Practice

(4 credits)

Course Objectives

This course will give a comprehensive account of Academic and Applied Anthropology, Academics and Practitioners: Differences, Structure, Activities, Controversies and Issues: Applied Anthropology, Action Anthropology and Development Anthropology. Role of Anthropology in Development Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO's, Management Anthropology, Environment and Community Health, Social and economic sustainability, Cultural resource management are also discussed.

Learning Outcomes

- The students will learn about applied anthropology and the various fields in which anthropological knowledge can be applied.
- They will learn about application of anthropological knowledge in the field of development, modernization, industrialization, urbanization, etc.
- They will also learn about application of anthropological knowledge for the welfare and development of vulnerable groups of people.

Module 1. Academic and Applied Anthropology Academics and Practitioners

- Differences, Structure, Activities, Controversies and Issues: Applied Anthropology, Action Anthropology and Development Anthropology.

Module 2. Role of Anthropology in Development Anthropology and Public Policy

- Role of Anthropology in Development Anthropology and Public Policy, Need Assessment and Community Development, Anthropology of NGO's, Management Anthropology, Environment and Community Health, Social and economicsustainability, Cultural resource management

Module 3. Future Directions in Anthropology Trends in Anthropology

- Anthropology of Tourism, Anthropology in Census; Designing And Fashion, Visual Anthropology, Medical Anthropology. Importance of Museums.

Module 4. Constitutional Perspective and Human Rights Constitutional Provisions

- 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

Recommended Readings

- Arya A and Kapoor AK. (2012). Gender and Health Management in Afro-Indians. Global Vision Publishing House, New Delhi.
- Kertzer D. I. and Fricke T. (1997). Anthropological Demography. University of Chicago Press.
- Basu, A. and P. Aaby (1998). The Methods and the Uses of Anthropological Demography. 329 pp. Oxford, Clarendon Press
- Carter A. (1998). Cultural Models and Demographic Behavior. In The Methods and the Uses of Anthropological Demography edited by Basu A and Aaby P. Oxford: Clarendon Press. pp 246-268.
- Census of India (2001, 2011) and National Family Health Survey (2006,2010).
- Ervin, Alexander M., (2000). Applied Anthropology: Tools and Perspectives for Contemporary Practise, Boston, MA: Allyn and Bacon.
- Erwin A. (2004). Applied Anthropology Tools and Practice, Allyn and Bacon.
- Gupta S and Kapoor AK. (2009). Human Rights among Indian Populations: Knowledge, Awareness and Practice. Gyan Publishing House, New Delhi.
- Willen SS. (2012). Anthropology and Human Rights: Theoretical Reconsiderations and Phenomenological Explorations. Journal of Human Rights. 11:150-159.
- Goodale M. (2009). Human Rights: An Anthropological Reader. Wiley Blackwell.
- Gupta S and Kapoor AK. (2007). Human Rights, Development and Tribe. In : Genes, Environment and Health - Anthropological Perspectives. K. Sharma, R.K. Pathak, S. Mehra and Talwar I (eds.). Serials Publications, New Delhi.
- Margaret AG. (2003). Applied Anthropology: A Career-Oriented Approach, Boston, MA: Allyn and Bacon.
- Halbar BG and Khan CGH. (1991). Relevance of Anthropology - The Indian Scenario. Rawat Publications, Jaipur.
- Kapoor AK (1998). Role of NGO's in Human Development : A Domain of Anthropology. J Ind Anthropol Soc; 33:283-300.
- Kapoor AK and Singh D. (1997). Rural Development through NGO's. Rawat Publications, Jaipur.
- Kumar RK and Kapoor AK. (2009). Management of a Primitive Tribe: Role of Development Dynamics. Academic Excellence, Delhi.

- Mehrotra N and Patnaik SM. (2008). Culture versus Coercion: The Other Side of Nirmal Gram Yojna, Economic and Political weekly. pp 25-27.
- Mishra RC (2005). Human Rights in a Developing Society, Mittal Publications, Delhi.
- Noaln RW. (2002). Anthropology in Practice: Building a Career outside the Academy. Publishing Lynne Reinner.
- Patnaik SM (1996). Displacement, Rehabilitation & Social Change. Inter India Publications, New Delhi.
- Vidyarthi LP and BN Sahay (2001). Applied Anthropology and Development in India, National Publishing House, New Delhi.
- Vidyarthi LP. (1990). Applied Anthropology in India - Principles, Problems and Case Studies. Kitab Mahal, U.P.
- Vidyarthi V (1981). Tribal Development and its Administration. Concept Publishing Company, New Delhi.
- Kalla AK and PC Joshi (eds.) (2003) Tribal Health and Medicines. Concept Publishing Company Limited, New Delhi.
- Bhat, HK, PC Joshi and BR Vijayendra (eds.) (2013) Explorations in Indian Medical Anthropology. Concept Publishing Company Limited, New Delhi.

Course MAANT02E02: Anthropology of Gender (4 Credits)

Course Objective

This course provides a broader setting to understand cross-cultural view of the concept of gender, role of cultural and religious frameworks in shaping this concept. It also explores linkages between sex, gender, age and health, both physical. It provides insight in to the gender development models and their implementation in gender sensitive manner. The course discusses the issues related to gender and violence, gender and economy and gender relations in the context of Indian society.

Learning Outcomes:

- discuss the evolution of concept of gender in the frame of different social structures
- identify and discuss cultural values influencing gender
- demonstrate knowledge of alternatives for gender development and show gender sensitive approach towards implementation
- critically evaluate the policies developed for gender equality
- understand pattern of gendered violence and its linkages to the culture

Module 1. Introduction

- Concept of Gender: evolution of concept of gender in Anthropology
- Social and biological theories of gender
- Socialization and Social construction of gender
- Cross cultural concept of gender, approaches to gender studies.

Module 2. Gender Role and Social Structure

- Gender role, gender differences in social role and gender discrimination
- Psychological and cultural factors determining gender role and relationship Role of social structure (kinship, caste, family) with special reference to patriarchal and matriarchal societies.
- Status of women in the society- Case studies

Module 3. Gender and socio-cultural change

- Theories, models, and strategies, for gender development
- Impact of globalization on gender
- Gender and violence: definition and dilemmas, cultural difference in the expression of gender violence.

Module 4. Gender and development

- Gender and development, Gender mainstreaming, gender sensitization
- Definitions of terms like gender sensitive, gender equity and gender discrimination
- Gender Development Index. National and international policies of development and their impact on the gender.

Recommended Readings

- Ardener, Shirley 1985. *The social anthropology of women and feminist anthropology*, Anthropology Today, 1, 5, 24.
- Atkinson, Jane M and Shelly Errington, (Eds). 1990. *Power and Difference: Gender in island southeast Asia*. Stanford:Stanford University Press.
- Chanana, Karuna (ed) 1988. *Socialisation, education and women: Explorations in Gender identity*. Nehru Memorial Museum and Library and Orient Longman.
- Dasgupta, Monica, Lincoln C. Chen, and T.N. Krishnan (Eds.) 1995. *Women's health in India Risk and Vulnerability*. New Delhi: Oxford University Press.
- Dube, Leela. 1997. *Women and Kinship: Comparative perspectives on gender in South and Southeast Asia*. Tokyo: United University Press, New Delhi: Vistaar.
- Dube, Leela. Leacock, E. and Ardener (Eds) 1986, 1989 rpt. *Visibility and Power: Essays on women in society and development*. New Delhi: Oxford University Press.
- Dube, Leela 2001. *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage.
- Dube, Leela and Rajni Palriwala (Eds) 1990. *Structures and Strategies: Women, work and family*. New Delhi: Sage.
- Jejeebhoy, Shireen. 1995. *Women's education, Autonomy and reproductive health*. New Delhi: Oxford University Press.
- Lughod, Lila. 2016. (30th Ann. Publication). *Veiled Sentiments: Honor and Poetry in a Bedouin Society*. University of California Press.
- Menon, Vineetha and KN Nair (ed). 2008. *Confronting Violence against Women in Kerala. Engendering Kerala's Development Experience*. New Delhi: Daanish.
- Mead, Margaret. 2001 1935. *Sex and Temperament: In three Primitive Societies*. New York: Harper Collins.
- Moore, Henrietta. 1988. *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.
- Palriwala, R. 1994. *Changing Kinship, family and gender relations in South Asia: Processes, Trends, Issues Women and Autonomy Centre*. Leiden: University of Leiden.
- Sargent, C and Brettell, C 1996. *Gender and Health: an International Perspective, Upper Saddle River*. NJ: Prentice Hall.
- Shostak, Marjorie. 1981. *Nisa- The Life and Words of a !Kung Woman*. Harvard University Press.
- Srinivas, M.N. (Ed). 1996. *Caste: Its 20th century avatar*. New Delhi: Viking Penguin, India.
- World Bank Report. 1991. *Gender and Poverty in India*.

Course MAANT02E03: Tribal Development (4 Credits)

Course Objectives

This course is designed to provide a comprehensive account on tribal development for the students. The paper discusses the history of tribal development, Constitutional Safeguards and tribal administration and tribal development planning strategies.

Learning Outcomes:

- Students will learn the classification of Indian tribes
- They will understand the Constitutional Safeguards and Tribal administration
- Learn tribal development planning and strategies

Module 1. Classification of Indian Tribes

- Tribe, Scheduled Tribe and Particularly Vulnerable Tribal Groups
- Classification and characteristics of tribal regions
- Racial and Linguistic classification of Tribes

Module 2. History of Tribal Development

- History of Tribal Development in India with special reference to Kerala
- Impact of Civilized Societies on Tribal Languages and Traditions

Module 3. Constitutional Safeguards and Tribal Administration

- Indian Constitution- Safeguards and Provisions for Scheduled Tribes: Socio-cultural, Economic, Educational, Political and Services, etc.
- Administration of Scheduled Areas

Module 4. Tribal Development planning and Strategies

- Planning and development: Scheduled Tribes in Five Year Plans
- Strategies of tribal development: Special multipurpose, Sub-plans,
- Integrated Tribal development, and Tribal Policy
- Impact of Industrialization and Urbanization
- History of Tribal Movements in India with special reference to Kerala

Recommended Readings

Ambedkar, B.R. 1922. A Report on the Subah Province of Chhatisgarh written in 1820 AD.
Nagpur: Government Press.

Bahadur, K.P Caste and Tribes and Culture in India, ESS Publications, Delhi, Vol. II, 1977.

Bose, N.K. Statment of Tribal Situation in India, Indian Institute of Advanced Study,
Simla, 1969.

- Bose, N.K. Tribal Life in India, National Book Trust, New Delhi, 1971.
- Bose, N.K. Some Indian Tribes, National Book Trust, New Delhi, 1973.
- Bhanage, N. P. Tribal Commissions and committees in India. Chaudhury, Bhudadeb (Ed). Tribal Development in India.
- Danda, Ajit K. Tribal Economies and Their Transformations. New Delhi: Indian Council of Social Science Research (Mimeo), 1973.
- Dube, S.C. India's Changing Villages, Allied Publishers Private Ltd., Bombay.
- Freire, Paulo. Pedagogy of the Oppressed, Penguin Books, 1972.
- Gupta, Ranjit (Ed). Planning for Tribal Development, Ankur Publi. New Delhi, 1977.
- Haimendorf, C.V.F. Tribes in India, The Struggle for Survival, Oxford University Press, Delhi, 1982.
- Herskovits, Melville J. The Economic Life of Primitive Peoples, New York: Alfred A. Knopf, 1940.
- Misra, G.K. Tribal Development in India, Conceptual Contradictions, IIPA, New Delhi, 1982.
- Vidyarthi, L.P. Tribal Development and Its Administration, Concept Publi. New Delhi, 1981.
- Vidyarthi, L. P. & B. K. Rai. *The Tribal Culture of India*. New Delhi: Concept Publi.
- Behera, D.K. & George Pfeffer. *Contemporary Society Tribal Studies*. Volume I - VI. New Delhi: Concept Publishing Company.
- George pfeffer. *Hunters, Tribes and Peasants: Cultural Crisis and Comparison*. Bhubaneswar: Niswas.
- Vidyarthi, L.P. and B.N. Sahay. *Applied Anthropology and Development in India*. New Delhi: National Publishing House.
- Pandey, A.K. *Tribal Situation in India*. New Delhi: Manak.
- Vidyut Joshi. *Tribal Situation in India*. New Delhi: Rawat Publications.
- Singh, A.K. *Tribal Development in India*. New Delhi: Classical Publishing Company.

Course MAANT03E04: Environmental Anthropology (4 Credits)

Course Objective

This course aims to provide a comprehensive understanding of the environment, ecosystem, ecology, and the interaction between Nature, humans, society, and culture. Course also discusses different approaches in environmental anthropology and contribution of anthropologists worked on this area. The role of environment and cultural adaptation are also discussed in detail taking into consideration of the various examples and case studies.

Learning Outcomes:

- The students will learn about the different concepts and approaches in environmental anthropology
- They will learn the environmental adaptations of various human societies
- Students will learn the human dimensions of environmental change.

Module 1. Fundamental concepts and approaches in Environmental anthropology

- Introduction to environmental Anthropology : Theoretical and Methodological issues
- Population ecology, System ecology, Ethno ecology
- Environmental determinism and Environmental Possibilism and Cultural Ecology
- Contributions of Wissler, Forde, Steward, Vayda and Rappaport

Module 2. Environment and Cultural adaptation

- Concepts and theories in cultural adaptation
- Hunters and gatherers (Cholanaicken)
- Shifting cultivators. (Maler)
- Pastoral communities (Nuer)

Module 3. Environment and Cultural adaptation

- Service Nomadism (Nandiwalla)
- Island communities(Jarawas, Onge, Andamanese)
- Fishing communities (Mappila)
- Agricultural communities (Kurichiyan)

Module 4. Human Dimensions of Environmental Change

- Deforestation and ecological imbalance
- Climate change and Sustainability
- Cultural Dimensions of Biodiversity and conservation

Recommended Readings

- Channa, S.M. (ed) 1998. *Ecology and Human Adaptation*. New Delhi: Cosmo Publications.
- Guha, Ramachandra(ed).1994. *Social Ecology*. New Delhi. Oxford University Press.
- Dove, Michael R and Carol Carpenter. 2008. *Environmental Anthropology: a historical*
- Hardesty, L.Donald.1977.*Ecological Anthropology*. Canada: John Wiley and Sons.

- Harris, Marvin, 1985. *Culture, People, Nature: An Introduction to General Anthropology*.
- Honigsmann, John J. (ed). 1997. *Handbook of Social and Cultural Anthropology Vol-1*. New Delhi: Rawat publications.
- Kopnina, Helen and Eleanor Shoreman- Ouimet (Ed.). 2011. *Environmental Anthropology Today*. London: Routledge.
- Mahadevan, K. Chi-Hsien Tuan and Balakrishnan Nair (Eds). 1992. *Ecology, Development and Population Problem*. Delhi: B.R. Publications.
- Malik, S.L. and D.K. Battacharya. 1986. *Aspects of Human Ecology. A Dynamic Interrelationship between Man and Environment*. New Delhi: Northern Book Centre
- Mukerjee, Radhakamal. 1968. *Man and His Habitation*. Bombay: Popular Prakashan.
- Rivers, W.H.R. 1906. *The Todas*. London: Macmillan & Co. Ltd.
- Singh, Pratap, Udai and Awadesh Kumar Singh (Eds). 1999. *Human Ecology and Development In India*. New Delhi: A.P.H Publishing Corporations.
- Singh, P. Indera and S.C. Tiwari (Eds). 1980. *Man and His Environment*. New Delhi : Concept Publishing Company.
- Verma, K.K. 1977. *Cultural, Ecology and Population*. New Delhi : National Publishing House.

Course MAANT03E05: Audio-Visual Anthropology (4 Credits)

Course Objective

The Indian society is moving away very fast from its oral tradition and folk art medium to modern mass media. Similarly, the tribal, rural and urban societies are also under the grip of fast changes. The technical advancements of Visual Anthropology and Audio- Visual Anthropology are a boon for the students of anthropology and they should be in a better position to in comprehending and projecting anthropological dimensions and dynamics of people of India. The objective of the course is to provide insights into communication processes so that students acquire a better understanding of society and culture both incontinuity and change. The understanding of role and function of communication in socialization, cultural change and development process is essential in anthropological studies in communities of varying complexities: tribal, rural and urban.

Learning Outcomes

- Students will get insights into Visual Anthropology and Audio-Visual Anthropology for the study of society and culture.
- Students will acquire skills in projecting anthropological dimensions and dynamics through audio-visual documentations.

Module 1. Visual anthropology

- Visual anthropology: concepts, scope, uses and problems
- History and development of visual anthropology

Module 2. Introduction to Audio-Visual Anthropology

- Introduction to Audio-Visual Anthropology
- Audio-Visual Anthropology as a mode to preserve culture and as an input to cultural enrichment

Module 3. Ethnography, Ethnographic Films and Cinema

- Ethnography and Ethnographic Films
- Cinema: Commercial, Realistic, New Wave Cinema, and Documentary Films
- Appreciation and criticism Film as an art

Module 4. Scope of Audio-Visual Anthropology in India

- Scope of Audio-Visual Anthropology in India.
- How to produce Audio-Visual Anthropological films and videos
- Audio-Visual Anthropology as an aid to development programmes

Recommended Readings

- Banks, Marcus and Howard Moorphy (Ed.). 1999. *Rethinking Visual Anthropology*. Yale University Press.
- Hockings, Paul. (Ed) 1975. *Principles of Visual Anthropology*, Mouton, The Hague
- Huda, Anwar. 2004. *The Art and Science of Cinema*. New Delhi: Atlantic Publishers and Distributors.
- Lehman, Peter. (Ed) 1997. *Defining Cinema*. London: The Athlone Press.
- Mahendrakumar, M.S. 2013. *Audio-Visual Anthropology – A New Version of Visual Anthropology*. New Delhi: Concept Publishing Co.
- Milner, Andrew & Jeff Browitt. 2003. *Contemporary Cultural Theory*. Jaipur : Rawat Publications.
- Monaco, James. 2000. *How to Read a Film*. New York: Oxford University Press.
- Pink, Sarah.2007. *Doing Visual Ethnography*. New Delhi: Sage Publications.
- Pink, Sarah et al. 2016. *Digital Ethnography- Principles and Practice*. New Delhi: Sage Publications.
- Sahay, K.N. 1993. *Visual Anthropology in India and its Developments*. New Delhi: Gyan Publishing
- Singh, K.S. (Ed) 1992. *Visual Anthropology and India*. Calcutta: Anthropological Survey of India.
- Thwaites, Tony; Lloyed Davis, Warwick Mules. 2005. *Introducing Cultural and Media Studies – A Semiotic Approach*. New York: Palgrave.
- Wtaker, W. Richard, Janet E. Ramsey, Ronald D. Smith. 2004. *Media Writing – Print, Broadcast and Public Relations*. New Jersey: Lawrence Erlbaum Associates Publishers

Course MAANT04E06: Development Anthropology (4 Credits)

Course Objective:

This paper aims at creating awareness among the students of anthropology about different concepts of development, development processes, development programmes and problems of development taking cognizance of the anthropological perspectives. The course also aims to appreciate that development is multi-dimensional and should be people-centered.

Learning outcomes:

- The students will learn about development anthropology, development debates, and the relationship between culture and development.
- They will learn about theories of development.
- Also learn about various tribal development plans and projects implemented in India.

Module 1. Development Anthropology: Theories and models of Development

- Meaning and Scope, Anthropology Coming Home and Concepts of Development
- Modernization Theories; Human Capital theory, Marxian Theories of Development: Dependency Theories; Liberation Theory
- Theoretical Models: Core-Periphery Model; Rostov's Model, Balance-Growth Model

Module 2. Approaches and Concepts of Development

- Theoretical Approaches: Utility approach; Opulence approach; Basic needs approach; Capability Approach
- Practical Approaches: Growth/Distribution; Agriculture/Industry; Rural/Urban; Capital-Intensive/Labour-Intensive; Centralized/Decentralized; Modern/Traditional
- Nehruvian Approach to Planning, Socio-Economic Planning /Physical Planning; Monitoring and Evaluation.

Module 3. Human Development: Indicators and Measures

- Development- Unhealthy Traits, Economic, social and demographic indicators,
- Measures- Human Development Index (HDI); Millennium Development Goals
- Poverty, Inequality and Social Justice, Culture of poverty, Social Inclusion and Exclusion, Human Rights approach to poverty; Rural Poverty
- Development Gaps, Need Identification, Affirmative Action and Social Justice

Module 4. Rural Development Programmes and Democratic Decentralization

- Gandhiji's Vision of Rural Development, Five year plans and rural development, NITI Ayog, Agencies for development: NGOs, VOs
- Panchayatiraj System in India, Decentralized Planning, Participatory Development
- Kerala's Development Experience: Democratic Decentralization and People's Planning

Recommended Readings

- Beteille, Andre. 2007. *Marxism and Class Analysis*. New Delhi: Oxford University Press
- Chambers, Robert. 1983. *Rural Development: Putting the Last First*
- Chambers, Robert. 1983. *Whose reality counts? Putting the First Last*
- Cochrane. Glynn. 1971. *Development Anthropology*. New York: Oxford University Press.
- Dalton, George. 1971. *Economic Anthropology and Development*. New York: Basic Books.
- De, Nitish. R. 1985. *Overcoming Underdevelopment*. Shillong: NEHU.
- Joshi, P. C. 1975. *Land Reforms in India: Trends and perspectives*. New Delhi: allied Publishers.
- Krishnamachari, V.T. 1968. *Community Development in India*. Delhi: Publication Division, Ministry of IB, GOI.
- Lewis, Oscar. 1959. *Five Families: Mexican Studies in the Culture of Poverty*
- Mair, Lucy. 1984. *Anthropology and Development*. London: Macmillan.
- Mathur, Hari Mohan. (Ed.). 1990. *The human dimension of development: Perspectives from anthropology*. New Delhi: Concept.
- Mathur, Hari Mohan. 1977. *Anthropology in the Development Processes*. New Delhi: Vikas.
- Mehta, V.L. *Decentralised Economic Development*. 1964. Bombay: Khadi and Village Industries Commission.
- Mishra, R. P. et al (Ed.). *Regional Planning and National Development*. New Delhi: Vikas.
- Mishra, Sweta, Chaitali Pal. 2000. *Decentralised planning and Panchayati Raj institutions*. New Delhi: Mittal.
- Myrdal, Gunnar. 1968. *Asian Drama: An Enquiry into the Poverty of Nations*. New York: Pantheon.
- Myrdal, Gunnar. 1970. *The Challenge of World Poverty: A World Anti-Poverty Program in Outline*. New York: Penguin.
- Pitt, David, C. 1976. *Development from Below: Anthropologists and Development Situations*. The Hague: Mouton.
- Prasad, Kamta. 1987. *Planning for Poverty Alleviation*. New Delhi: Sage.
- Sen, Amartya. 1999. *Development as Freedom*. Oxford, Oxford University Press
- Sen, Amartya. 1992. *Inequality Reexamined*, Oxford, Oxford University Press
- Singh, Tarlok. 1974. *India's Development Experience*. Bombay: MacMillan.
- Spicer, E. H. 1952. *Human Problems in Technological Change*. New York: Wiley.

Course MAANT04E07: Medical Anthropology (4 Credits)

Course Objectives

Different communities all over the world have evolved their own systems of health practices which have been incorporated in their cultural milieu. The indigenous pharmacopoeia, belief systems, shamans and healers constituted the medical systems, with the spread of Western medical practices the medical practices of traditional associates are getting eroded and a kind of cultural vacuum has been created. This course aims at familiarizing the students with different medical systems, both indigenous and modern and the cultural contexts of the systems. It will also equip the students to understand the compatibility of the systems and to evolve projects blending traditional and Western medical techniques.

Learning Outcomes

- Demonstrate the knowledge about biomedical and socio-cultural perspective of health and disease
- Know about the operational aspects of health care delivery from village to international level, with a critique from people's perspectives
- Acquire knowledge about the scientific aspects of health and disease.
- Understand the international health organizations and interaction with national health setup at the governmental and non-governmental levels.

Module 1. Medical Anthropology- meaning, scope and concepts

- Concepts of illness, sickness, disease and health
- Culture bound syndromes – cultural construction of illness experience
- Socio-cultural dimensions of illness and health
- Humoral system – hot and cold

Module 2. Plural Medical Systems and Health Seeking Behaviour

- Asian medical system: Indian, Chinese and Mediterranean
- Popular, Folk and Professional health care
- Plural Medical Systems and Health Seeking Behaviour
- Magico– religious curative practices

Module 3. Ethnography of tribal and folk medical health systems

- Ethno medicine: Culturally appropriate medicine. Regional variation in India.
- Ethnography of tribal and folk medical health systems in India-case studies
- Community health practices and indigenous medical systems
- Health Care System and Health Care Services

Module 4. Psycho-somatic and mental disorders

- Psycho somatic and mental disorders
- Drug addiction: demographic, socio-economic and mental health conditions
- Application of anthropological knowledge in promoting health care in tribal and rural communities.

Recommended Readings

- Ahluwalia, A, 1974, *Sociology of Medicine* in M. N. Srinivas (ed.), *A Survey of Research in Sociology and Social Anthropology*, Vol-11, Bombay: Popular Prakashan.
- Ahluwalia, A, 1974, *Sociology of Medicine* in M. N. Srinivas (ed.), *A Survey of Research in Sociology and Social Anthropology*, Vol-11, Bombay: Popular Prakashan.
- Ali, Almas. 1994. *Indigenous Health Practices among Tribals: Relationship with Prevalent Diseases*, in S. Basu (ed.), *Tribal Health in India*, New Delhi: Manak Publications Pvt. Ltd.
- Ali, Almas. 1994. *Indigenous Health Practices among Tribals: Relationship with Prevalent Diseases*, in S. Basu (ed.), *Tribal Health in India*, New Delhi: Manak Publications Pvt. Ltd.
- Basu, Salil (ed).1994.*Tribal Health in India*. New Delhi:Serial Publications.
- Bhasin, Veena.1993.*People, Health and Disease: The Indian Scenario*.New Delhi: Kamala Raj Enterprises.
- Bhusari,B,Nikanth and Dr.Korpenwar,Anil.2013. *A Text Book of Ethnomedicine*. NewDelhi: Gaurav Books.
- Brown, Peter J and Svea Closser (Eds.). 2016. *Understanding and Applying Medical Anthropology*. US: Left Coast Press Inc.
- Calan,Micheal. 1987.*Health and Illness*. London and Newyork:Tavistock Publications.
- Caudill, William.1953. "Applied Anthropology in Medicine." In A.L Kroeber (Ed.), *Anthropology Today: An Encyclopedic Inventor*, Chicago: University of Chicago Press.
- Fitzgerald, Thomas (Ed). 1977. *Nutrition and Anthropology in Action*. Assen: Van Gorcum Amsterdam.
- Foster, George, M and Barbara Gallatin Andrson.1988. *Medical Anthropology*.USA: Random House.
- Harris Marvin. 1987.*Cultural Anthropology*.Newyork:Harpar and Raw Publisher.
- Hatfield Gabrielle. 2004. *Encyclopedia of Folk Medicine: Old World and New World Traditions*. New Delhi:Shubhi Publications.
- Honigmann, J, John.1997.*Handbook of Social and Cultural Anthropology*.New Delhi:Rawat Publications.

- Johnson, Shanti.C and Rajan, Irudaya S. 2010. *Ageing and Health in India*. New Delhi:Rawat Publications.
- Kleinman, Arthur. 1981.*Patients and Healers in the Context of Culture*. University of California Press.
- Landy David (Ed.). 1977 .*Culture, Disease, and Healing: Studies in Medical Anthropology*. UK:Macmillan.
- Mehta,S.R. 1992.*Society and Health*.New Delhi: Vikas Publishing House PvtLtd.
- Misra,Pramod. 2004. *Ecology, Culture and Health*.New Delhi:Serial Publications.
- Mutatkar,R.K,Danda,K, Ajith and Bhatt Vikas.2010. *Studies on Bio-medical Anthropology, Profiles of Health Cultures*. New Delhi: Aryan Books International.
- Narasaiah,M.L. 2004.*Food and Health*. New Delhi: Discovery Publishing House.
- Paul, D, Benjamin and Walter, B, Miller.1955. *Health, Culture, and Community*.UK: Russell Sage Foundation.
- Read, M. *Culture*.1966. *Health and Disease*. London: Routledge publishers.
- Rivers, W. H. R. 2013. *Medicine, Magic and Religion*.London: Routledge publishers.
- Sikkink, Lynn. 2009. *Medical Anthropology in Applied Perspective*. Belmont: Wadsworth.
- Tiwari,S.K. 2001.*Medical Geography of Indian Tribes*.New Delhi:Swarup and Sons Publications.
- Trivedi,P.C.2007.*India Folk Medicine*.Jaipur: Pointer Publishers.

Course MAANT04E08: Economic Anthropology (4 Credits)

Course Objectives

The objective of the course is to bring home to anthropology students the distinctive contributions made by the discipline in tackling the issues arising in the study of economic relations and economic organizations, particularly in non-market economies. The difference in the basic assumptions of economics and anthropology in understanding economic issues with reference to specific economic systems will be highlighted in this course.

Learning Outcomes:

- Students will learn the different approaches in economic anthropology
- They will learn economy and society of different societies from the perspective of organization of subsistence production.
- Will be able to learn consumption pattern in subsistence economies

Module 1. Introduction: Approaches to economic anthropology

- Scope and development of Economic Anthropology
- Fundamentals of modern economic theories and their relevance to non-market economies: formalist – substantivist controversy
- Marxist theories on economy and society

Module 2. Organization of subsistence production

- Food gathering and hunting to urban-industrial economy
- Division of work: age, sex, specialization
- Property relations: rights on resources
- Technology, capital, savings and investment

Module 3. Exchange and Service

- Barter, ceremonial exchange, reciprocity,
- Redistribution (Gift, Potlatch, Kula ring)
- Jajmani System
- Market exchange

Module 4. Consumption pattern in subsistence economies

- Pattern of distribution of resources
- Wealth status and social differentiation

Recommended Readings

Bailey, F.G 1957. Caste and Economic Frontier. A Village in High land Orissa. Bombay: Oxford University Press.

Belshaw, C. S. 1965. Traditional Exchange and Modern Markets. New Delhi: Prentice-Hall of India Private Ltd.

Clammer, John(Ed).1978.The New Economic Anthropology. London: The Macmillan Press Ltd.

- Clammer, John. 1987. *Beyond New Economic Anthropology*. New York: St. Martin's Press, Inc.
- Dalton, George (Ed). 1971. *Economic Development and Social Change*. New York: The Natural History Press.
- Dalton, George. 1968. Economics, Economic Development, and Economic Anthropology, *Journal of Economic Issues, Vol. 2, No. 2* (Jun., 1968), pp. 173-186.
- Epstein.T, Scarlett.1962. *Economic Development and Social Change in South India*.
- Firth, Raymond(Ed). 1967. *Themes in Economic Anthropology*. New York: Tavistock Publications.
- Forde,C. Daryll. 1977. *Habitat, Economy and Society*. London: Methuen & Co, Ltd.
- Geertz, Clifford. 1962. *Peddlers and Princes-Social Change and Economic Modernisation in Two Indonesian Towns*. Chicago& London: The University of Chicago Press.
- Gudeman, Stephen. 2001. *The Anthropology of Economy: Community, Market, and Culture*. USA: Blackwell Publishers.
- Hann, Chriss& Hart, Keith.2011. *Economic Anthropology*. USA: Polity Press.
- Herskovits, M.J. 1952. *Economic Anthropology: A Study in comparative economics*. New York: Alfred A. Knopf, Inc.
- Herskovits, M.J. 1965. *Economic Anthropology: the economic life of primitive peoples*. New York: Alfred A. Knopf, Inc.
- Leclair and Schneider(Ed).1968. *Economic Anthropology Readings in Theory and Analysis*. New York: Rinehart and Winston, Inc.
- Narotzky, Susana. 1997. *New directions in Economic Anthropology*. London: Pluto Press. New York: Manchester University Press.

SYLLABUS
OPEN ELECTIVE COURSES

Course MAANT03O01 Foundations in Anthropology

(4 Credits)

Course Objectives:

This course will give an insight into the fundamentals in socio-cultural, biological, archaeological and linguistic anthropology, its relationship with other social and biological sciences

Learning Outcomes: After completing this course the students will learn about History of anthropology, Major branches of anthropology, Relationship between Anthropology & Natural Sciences such as Biology, Geology, Geography. Relationship between anthropology and social sciences and humanities, such as history, economics, sociology, political science, education and language.

Module 1: Fundamentals of Anthropology

- Meaning and scope of anthropology, History and major branches of anthropology
- Relationship between Anthropology & Natural Sciences such as Biology, Geology, Geography.

Module 2: Fundamentals in Biological Anthropology

- Nature and scope of biological anthropology
- Human evolution , variation, Human genetics, Human growth and development

Module 3: Fundamentals in Social Cultural Anthropology

- Nature and scope , Evolution of culture and society
- Typologies of human society and culture: Tribe, peasantry and civilization.
- Social Institutions: Family, marriage, kingship, economy, politics, religion.
- Social and cultural change.

Module 4: Fundamentals in Archaeological and Linguistic Anthropology

- Nature and scope of archaeological and linguistic Anthropology
- Prehistoric cultures: Paleolithic Mesolithic and Neolithic
- Chronology, technology and tool typology of prehistoric cultures
- Evolution of Language, Speech, language and dialect

Recommended Readings

- Ember.C.R. and M.Ember Anthropology. New Delhi: Prentice-Hall of India Pvt. Ltd. 2002
- Evans- Pritchard, E.E. Social Anthropology, New Delhi: Universal Book Stall 1990 Fox,
Robin Kinship and Marriage. Penguin book 1967
- Haviland, W.A. Cultural Anthropology. London: Harcourt and Brace 1993.
- Scupin, R and C.R.De corse Anthropology. New Delhi: Prentice-Hall of India Pvt. Ltd. 2005
- Srivastav. A.R.N. Essentials of Cultural Anthropology. New Delhi: Prentice-Hall of India
Pvt. Ltd. 2005
- Das B.M. Outlines of Physical Anthropology. Alahabad: Kitab Mahal 2002
- Battacharya, D.K. An Outline of Indian Prehistory. Delhi: Palaka Prakashan 1998
- Jurmain, R. and H. Nelson Essentials of Physical Anthropology. New York: Wardworth
Kilgore 1998
- Rami Reddy. V. Physical Anthropology, Evolution and Genetics: Tirupati V. Indira
Publisher 1992
- Shukla, B.R.K. and S. Rastogi Physical Anthropology and Human Genetics: Delhi: Palaka
Prakahana 1998
- Rami Reddy, V. Elements of Prehistory, New Del;hi: Mittal Publishers 1987
- Sankalia H.D. Stone Age Tools. Pune Deccan College. 1964

Course MAANT03O02 Anthropology of Tourism

(4 Credits)

Course Objectives

The main objectives of the course include anthropological issues and theoretical concerns in tourism, Interconnections between tourism history and the rise of the socio- cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism.

Learning outcomes

After completing the course the student will come to:

- Know Implications of tourism as a major mechanism of cross-cultural interaction; role of symbolism, semiotics, and the imagination in tourism; tourism and the commodification of culture or cultural degradation.
- Study the new Directions in the Anthropology of Tourism such as Globalization, Tourism and Terrorism; applied aspects of anthropology in tourism development and planning will also be discussed which give light on Global and local political economy of contemporary tourism.

Module 1. Introduction

- Tourism- aspects and prospects, anthropological issues and theoretical concerns, tourist as ethnographer; pilgrimage and Authenticity Issues

Module 2. Socio-cultural aspects of tourism

- Interconnections between tourism history and the rise of the socio-cultural study of tourism including temporary migration, colonial exploration, pilgrimage, visiting relatives, imagined and remembered journeys, and tourism.

Module 3. Cross cultural interactions

- Implications of tourism as a major mechanism of cross-cultural interaction. Commodification of culture or cultural degradation
- Role of symbolism, semiotics, and the imagination in tourism;
- The international flow of capital; role of museums and other branches of the cultural industries" (including music, art, and food) in tourism economies.
- Tourism and global mobility; Ecotourism and sustainable development

Module 4. Contemporary tourism

- Global and local political economy, dynamic relationships between heritage-making enterprises, revival and preservation projects.
- New Directions in the Anthropology of Tourism: Globalization, Tourism and Terrorism; applied aspects of anthropology in tourism development and planning.

Recommended Readings

- Chambers E. (2000). *Native Tours: The Anthropology of Travel and Tourism*. Prospect Heights: Waveland.
- 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.
- Dann GMS, Nash D and Pearce PL. (1988). *Methodology in Tourism Research*. *Annals of Tourism Research*. 15:1-28.
- 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.
- Dann G. (2002). *The Tourist as a Metaphor of the Social World*. Wallingford: CAB International.
- Nash D. (1996). *Anthropology of Tourism*. New York: Pergamon.
- Kirshenblatt-Gimblett B.(1998). *Destination Culture: Tourism, Museums, and Heritage*. University of California Press.
- Picard M and Wood R. (1997). *Tourism, Ethnicity, and the State in Asian and Pacific Societies*. University of Hawai Press.
- 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.
- 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 Hawai Press.

Richard B. (1992). *Alternative Tourism: The Thin Edge of the Wedge*. In Valene Smith and Eadington Tourism (eds.). *Alternatives: Potentials and Problems in the Development of Tourism*. University of Pennsylvania Press.

Hitchcock. (1997). *Cultural, Economic and Environmental Impacts of Tourism Among the Kalahari*. In Chambers E (eds.) *Tourism and Culture: An Applied Perspective*. SUNY Press.

Course MAANT03O03 Anthropology of Disasters (4 Credits)

Course Objectives

The objective of this course is to familiarize the students with disaster research and management while encouraging an understanding that many aspects of culture will shape the experience and actions of victims, volunteers and responsible agencies.

Learning Outcomes

- Interpret disasters as social and cultural occurrences by drawing on historical, economic, social, and political, factors that give rise to them;
- Explain the conditions that give rise to disasters and the consequences that follow them, both orally, through class discussion and a group presentation, and in writing assignments;
- Explain disasters in relation to other aspects of social, economic, and political life by using key concepts in anthropological theory.

Module 1. Introduction

- Hazard, Risk, Vulnerability, Disaster; Disaster Management, Meaning, Nature Importance, Dimensions & Scope of Disaster Management, Disaster Management Cycle.
- Displacement situation: Natural and manmade, floods, epidemics, famines, earthquakes, fire, chemical and nuclear leaks, wars, ethnic conflicts and migrations.

Module 2. Development and displacement

- Construction of dams and roads, development of cities absorbing villages in city, defense projects, hill resorts. National disaster management framework; financial arrangements for Disaster management, International Strategy for Disaster reduction.

Module 3. Types of Disasters

- Hydrological Disasters - Flood, Flash flood , Drought, cloud burst, Geological Disasters- Earthquakes, Landslides, Avalanches, Volcanic eruptions, Mudflow, Wind related- Cyclone, Storm, Storm surge, tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, Ozone Depletion.

Module 4. Human factors in rehabilitation

- Anthropological perspectives. Case studies.

Recommended Readings

- Bose, B.P.C. – Disaster Policies and Administration: A Study of Three Andhra Disasters
- Chohen, Stephen P. and C.V. Raghavulu – The Andhra Cyclone of 1977. Individual and Institutional Responses to Mass Death
- Fernandes, Walter and Enakshi Ganuli Thakrai (Eds.) – Development, Displacement and Rehabilitation.
- Gangopadhyay, T and K.A. Mankodi - Rehabilitation: The Ecological and Economics Costs.
- Goldsmith and Hildyad, N. - The Social and Environmental Effects of Large Dams.
- Keller, Stephen L. – Uprooting and Social Change .
- Saklani, Girija – The Uprooted Tibetans.
- Schdder, T. – The Human Ecology and Big Projects: River Basin Development and Resettlement. In Annual Review of Anthropology
- Erikson, Kai. 1994. A New Species of Trouble: The Human Experience of Modern Disaster. New York: W. W. Norton.
- Asian Development Bank, Disaster Mitigation in Asia and the Pacific, Manila ADB, 1991.
- Disaster Administration and Management, Text & Case studies- SL Goel-Deep and Deep Publications
- Disaster Management- G.K Ghosh-A.P.H. Publishing Corporation
- Disaster management – S.K.Singh, S.C. Kundu, Shobha Singh A – 119, William Publications, New Delhi.
- Disaster Management – Vinod K Sharma- IIPA, New Delhi,1995
- Encyclopedia of Disaster Management- Goel S.L. - Deep and Deep Publications, New Delhi, 2006.
- Post-Earthquake Rehabilitation and Reconstruction , F.Y. Cheng, Y.Y. Wang, Permagon Publications

Course MAANT03O04 Business and Corporate Anthropology (4 Credit)

Course Objectives

This paper gives the students knowledge in studying cultural and social differences, apply their knowledge, skills and research methods to improve business performance, competitiveness and communication. Business anthropologists are able to help corporations develop culturally appropriate ways of doing business with suppliers, business partners, or customers; promote smooth working relationships among employees from different cultures; develop specific strategies or products that respect or comply with local cultural expectations.

Learning Outcomes

After completing the course, the students will learn the History and subject matter the development of anthropology applied to business. They will also learn studying the fields in which culture is relevant to understand differences in managerial strategies, corporate values and decision making.

Module 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, organization, Corporate, Organizational Culture, Business and Business Management and Behaviour Network.

Module 2. Culture and Business Anthropology

- Studying the fields in which culture is relevant to understand differences in managerial strategies, corporate values and decision making. Intersection between global and local trends in business strategies.
- Anthropology and consumer behaviour: Basic concepts- customer, consumer, market anthropological theory and practice in marketing and consumer behaviour. Cross- cultural marketing.

Module 3. The organizational culture: changes and conflicts.

- Organizational cultures of companies from inside, perceiving changes and conflicts through an anthropological perspective.
- The way tastes and preferences that lead to consumption practices are shaped according to cultural and social features.

Module 4. Applications of Business Anthropology

- Applications of Business Anthropology in industry, application of the ethnography in business management. Anthropology and consumer behaviour.
- Globalization, international trade and anthropology. Techniques for conducting fieldwork for Business Organizations.

Recommended Readings

- Jordan, Ann T. Business Anthropology. Waveland Press, Long Grove, Illinois. Handbook of Anthropology in Business by Rita M Denny.
- Baba, M. Anthropology and Business. 2006. Encyclopedia of Anthropology. H. James Bix, Ed. Thousand Oaks, CA: Sage Publications. Pages 83-117.
- Aguilera, F. (1996). Is Anthropology Good for the Company? American Anthropologist, 98(4): 735-742.
- Jordan, A. (2011). The importance of business anthropology: Its unique contribution. In R. G. Tian, D. Zhou, & A. van Marrewijk (Eds.), Advanced readings in business anthropology (pp. 19-27). Toronto: North American Business Press.
- Ferraro, G. P. (2006). The Cultural Dimension of International Business. 5th Ed., Upper Saddle River, NJ: Pearson Prentice Hall.
- McFarland, J. 2001. Margaret Mead Meets Consumer Fieldwork. Harvard Business Articles UO108C.
- Appadurai, Arjun. 1996. Disjuncture and difference in the global cultural economy. In Modernity at large: Cultural dimensions of globalization. Minneapolis: University of Minnesota Press, 27-47.
- Whyte, W.F. 1948 Incentives for Productivity: The Case of the Bundy Tubing Company Applied Anthropology 7(2):1-16 2.
- Gardner, Burleigh B. 1978 Doing Business with Management. In Applied Anthropology in America, Elizabeth M. Eddy and William Partridge (Eds.).New York: Columbia University Press. Pp.245- 260. 3. Advanced reading in Business Anthropology edited by Robert Guang Tian, Daming Zhu, Alfons van Marrewijk.

Course MAANT03O05 Urban Anthropology (4 Credits)

Course Objectives

This course introduces students to the significance and development of urban anthropology within socio-cultural anthropology and core themes and debates in the field of urban anthropology. It is structured to introduce students to important theoretical perspectives that inform anthropologists' studies of urban contexts and to investigate research themes through case studies.

Learning Outcomes:

By the end of the class, students should be able to:

- Apply an anthropological approach to the analysis of local, national, and global urban issues.
- Analyze ways in which the built environment both shapes and is shaped by sociocultural, political, and economic processes.
- Trace the development of theoretical interest in the city and critically evaluate theoretical approaches to understanding urban problems.

Module 1. Emergence of Urban Anthropology

- Introduction, Extension of the anthropological interest in peasants and rural areas, Origins of Cities and Early Sociological Approaches.

Module 2. Political Economy

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

Module 3. Class Approach

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

Module 4. Urban Inequality and Disasters

- Poverty, extended family for urban natives versus migrants, Global Cities and the Production of Space, Community study and urban ecology, Urban Space, Postmodern and Hypermodern City.
- Urban ethnography research and methodology, Contemporary urban issues: Suburbs, Slums Urban Decline.

Recommended Readings

- Childe, V. Gordon. 1950. "The Urban Revolution." *Town Planning Review* 21:3-17.
- Sjoberg, Gideon. 1955. "The Preindustrial City." *American Journal of Sociology* 60(5):438-445.
- Engels, Friedrich. 1845. "The Great Towns." In *Condition of the Working Class in England*. Aldous, Joan, Emile Durkheim, and Ferdinand Tonnies. 1972. "An Exchange between Durkheim and Tonnies on the Nature of Social Relations." *American Journal of Sociology* 77(6):1191-1200.
- Foster, George and Robert V. Kemper. 2010. "Anthropological Fieldwork in Cities." Pg. 5-19 in *Urban Life*, Gmelch et al., eds.
- Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American* 215(4):19-25
- Stein and Preuss. 2006. "Oral History, Folklore, and Katrina." Pg. 37-58 in *There is No Such thing as a Natural Disaster*, Squires and Hartman, eds.
- Low, Setha M. 1999. "Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica." Pg. 111-137 in *theorizing the City*, Setha Low, ed.

PATTERN OF QUESTION PAPER

Question Type	Marks	No. of Questions to be answered	Level (Bloom's Taxonomy)	Total Marks
Part A	3	5 (out of 6)	Remembering Understanding	15
Part B	5	3 (out of 5)	Applying Analyzing Evaluating	15
Part C	10	3 (out of 5)	Creating	30