



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**B.A. Honors Anthropology**  
**Semester VII (2022-2026)**

COURSE CODE	CATEGOR Y	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNANT HRO701	CC	Society and Culture	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

\*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**BAHNANTHRO701: Society and Culture**

**Course Educational Objectives (CEOs):**

**CEO 1:** To introduce the Concept of Society, Association, Community and Institutions & their role.

**CEO 2:** To impart knowledge about the concept of culture and its attributes.

**CEO 3:** To provide knowledge about approaches to culture and society.

**CEO 4:** To teach the students about nature and factors of social and cultural change.

**CEO 5:** To provide the knowledge about the nature of social change in Indian Society.

**Course Outcomes (COs): The students are expected to**

**CO 1:** Understand about the Concept of Society, Association, Community and Institutions and their role.

**CO 2:** Explain the concepts of culture and tangible and intangible aspects.

**CO 3:** Discuss the various approaches to culture and society.

**CO 4:** Describe the commonly used techniques of data collection in Social-Cultural Anthropology.

**CO 5:** Describe Sanskritization, Westernisation, Modernisation, Globalisation & Multi-Culturalism & explain how these processes are responsible for social change in India.

**Course Contents:**

**UNIT I: Concept of Society:** Concept of Society, Status and Role, Group, Association, Community and Institutions Social Fact, Social Action, Social Conflict.

**UNIT II: Concept of Culture:** Culture and its attributes, enculturation, Ethnocentrism, Cultural Relativism, Difference between enculturation, Ethnocentrism, Cultural Relativism (from Anthropological Perspective), Paradoxes of Culture, Cultural Change, Cultural Trait, Culture Complex, Culture Area, Tangible and Intangible Culture.

**UNIT III: Approaches to Culture and Society:** Evolutionism, Diffusionism, and Historical Particularism (from Anthropological Perspective)

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**UNIT IV: Society and Culture Change:** Introduction: Meaning and Nature of Social and Cultural Change, Change in populations and families in contemporary time, Migration Globalization, Modernization, Westernization (Case Studies).

**UNIT V: Social Change in Indian Context:** Introduction, Colonial Rule and its Impact. Hinduisation and Sanskritization; Westernization and Modernization; Multiculturalism and Globalization.

**Suggested Readings:**

**Text Books-**

- Lavenda, Robert H. and Emily A. Schultz (2019). *Core Concepts in Cultural Anthropology*. Oxford University Press.
- Peregrine, Peter, N. Ember, Carol R. and Melvin Ember (2020). *Anthropology*. Prentice Hall of India
- Evans-Prichard, E.E (1990). *Social Anthropology*. New Delhi: Universal Book Stall.
- Harris, Marvin (1983). *Cultural Anthropology*. New York: Harper & Row Publication.
- Havilland, W A. (1993). *Cultural Anthropology*. London: Harcourt Brace College Publication.
- Honigman, J. (1997). *Handbook of Social and Cultural Anthropology*. New Delhi: Rawat Publication.
- Rosman & Rubel (1989). *The Tapestry of Culture*. New York: Random House.

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**Reference Books**

- Beattie, J. (1964). *Other Cultures*. London: Cohen & West Limited.
- Bernard, H.R. (1940). *Research Methods in Cultural Anthropology*. Newbury Park: Sage.
- Davis, K. (1981). *Human Society*. New Delhi: Surjeet Publications.
- Delaney, C. (2004). *Orientation and disorientation. In Investigating Culture: An Experiential Introduction to Anthropology*. Wiley-Blackwell.
- Ember & Ember (1995). *Anthropology*. New Delhi: Prentice Hall of India Private Limited
- Ember & Ember (2008). *Anthropology*. New Delhi: Pearson Prentice Hall of India Private Limited.
- Ferraro, G. and Andreatta S. (2008). *In Cultural Anthropology: An Applied Perspective*. Belmont: Wadsworth.
- Harris, Marvin (1985). *Culture, People, Nature: An Introduction to General Anthropology*. New York: Harper & Row Publishers, Inc.
- Hickerson, NP. (1980). *Linguistic Anthropology*. New York: Holt, Rinehart and Winston.
- Lang, G. (1956). *Concept of Status and Role in Anthropology: Their Definitions and Use*. The American Catholic Sociological Review, 17(3): 206-218. O'reilly, K. 2012. *Ethnographic Methods*. Abingdon: Routledge.
- Parsons, T. (1968). *The Structure of Social Action*. New York: Free Press.
- Rapport, N. and Overing J. (2004). *Key Concepts in Social and Cultural Anthropology*. London: Routledge.

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BAHNA NTHRO 702	CC	Introduction to Ethnography	60	20	20	0	0	3	0	0	3

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**BAHNANTHRO702: Introduction to Ethnography**

**Course Educational Objectives (CEOs):**

**CEO 1:** To introduce the relevance of ethnography in anthropological studies.

**CEO 2:** To impart knowledge about approaches to Ethnography

**CEO 3:** To provide knowledge about methods of Ethnography

**CEO 4:** To Provide the knowledge about the process of creation an anthropological writing.

**CEO 5:** To provide the knowledge what ethics are and their importance in anthropology.

**Course Outcomes (COs): The students are expected to**

**CO 1:** Understand about the history, development and new trends of ethnography

**CO 2:** Explain the different approaches to Ethnography.

**CO 3:** Discuss the emerging trends in ethnographical studies.

**CO 4:** Describe the process of creating an anthropological writing.

**CO 5:** To follow codes of ethics in interpreting, collecting data from field and writing the Ethnography.

**Course Contents:**

**UNIT I: Nature and Scope of Ethnography:** Introduction; History and Development of Ethnography; Definition and Purpose; Characteristics; New trends in Ethnography

**UNIT II: Approaches to Ethnography:** Functionalist and Structuralists Approach; Symbolists and Culturalists Approach; Feminists and Post- Modernists Approach

**UNIT III: Ethnography:** Methods of Data Collection and Analysis: Ethnographic Interviews; Document Analysis; Survey; Observation, Participant Observation,

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BAHNA NTHRO 702	CC	Introduction to Ethnography	60	20	20	0	0	3	0	0	3

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Interviewing; Questionnaires; Projective Techniques; Outcroppings; Proxemics and Kinesics; Folktales etc. Use of Ethnographic Method in Fieldwork; Emerging Trends in Ethnographic Method

**UNIT IV: Types of Ethnography:** Positivist and Functionalist ethnography; Interpretative approach to ethnography; Phenomenological approach; Critical ethnography. Feminist ethnography Ethnographic Process: Ethnographic research design, Personal documents; Studies of Natural language; Vignettes; Triangulation.

**UNIT V: Writing Cultures:** An Overview; Collecting Data from the Field; Writing An Ethnography; Ethics in Ethnography.

**Suggested Readings:**

- Bernard, H. Russell (1994). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Sage
- Geertz, Clifford. (1973). *Interpretations of Culture: Selected Essays*. New York: Basic Books.
- Kathleen DeMarrais & Stephen D. Lapan. (2004). *Foundations for Research: Methods of Inquiry in Education and Social Sciences*. New Jersey: Lawrence Erlbaum Associates.
- Mead, Margaret. (1970). *Fieldwork in the Pacific Islands, 1925-1967*. In Peggy Golde (ed.), *Women in the Field: Anthropological Experiences*. Berkeley: University of California Press.
- Mishra, K. K. (2009). *Ideology and Practice in Ethnographic Research* in (ed.) Eswarappa, Kasi, and R. C. Malik, *Theory and Practice of Ethnography: Readings from the Periphery*. Jaipur: Rawat Publications.

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BAHNA NTHRO 702	CC	Introduction to Ethnography	60	20	20	0	0	3	0	0	3

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\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

- Monaghan. John and Peter Just. (2000). *Social and Cultural Anthropology: A very short Introduction*. Oxford: Oxford University Press.
- Patnaik, S.M. (2011). *Culture, Identity and Development*. Jaipur: Rawat Publication.
- Pelto, Pertti J. and Gretel H. Pelto. (1997). 'Ethnography: The Fieldwork Enterprises' in (ed.) J. J. Honigman. *Handbook of Social and Cultural Anthropology*. Jaipur: Rawat Publications.
- Resnik, David B. (2009). *The Clinical Investigator-Subject Relationship: A Contextual Approach. Philosophy, Ethics, and Humanities in Medicine*. 4 (1):16
- Shamoo, A and Resnik, D. (2009). *Responsible Conduct of Research*. 2nd ed. New York: Oxford University Press.
- Srivastava, V.K. (ed.) (2004). *Methodology and Fieldwork*. New Delhi: Oxford University Press.

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BAHNANTHRO 703	DSE	Linguistic Anthropology	60	20	20	0	0	4	0	0	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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**BAHNANTHRO703: LINGUISTIC ANTHROPOLOGY**

**Course Educational Objectives (CEOs):**

- To impart the meaning and scope of linguistic anthropology
- To provide knowledge about the Meaning, Characteristics, and theories of language.
- To provide knowledge about the structure of human communication.
- To provide knowledge about the origin of Linguistics.
- To impart the knowledge about classification and distribution of languages in India.

**Course Outcomes (COs):** The students are expected to:

- Explain meaning, scope, roles and nature of Linguistic Anthropology.
- Discuss the meaning, characteristics, Theories and stages of language development.
- Describe the structure of Human Communication
- Describe the origin of Linguistics
- Discuss the classification of languages and their distribution in Indian context

**Course contents:**

**Unit I:** Linguistic Anthropology: Meaning and scope. Relation with biological Anthropology, cultural Anthropology, Prehistoric archaeological Anthropology and Psychology.

**Unit II:** Meaning and characteristics of Language. Theories of origin of Language. Stages of Child Language acquisition, acquisition of second language and development of writing.

**Unit III:** Structure of Human Communication - Verbal and Non-verbal verbal - phonology, morphology, syntax, semantics, Non-verbal - Paralinguistic, Kinesics, Proxemics, Chronemics, and sign language. Speech variation regarding age, sex, occupation and ethnicity.

**Unit IV:** Origin of Linguistics: Comparative, descriptive, structural, functional Noam Chomsky, Sapir-Whorf hypothesis, structural anthropology.

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BAHNANTHRO 703	DSE	Linguistic Anthropology	60	20	20	0	0	4	0	0	4

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Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Unit V:** Linguistic Family in India and their distribution. Austro - Asiatic family, Tibeto - Chinese family, Dravidian family and Aryan family.

**Suggested Readings:**

- Bennet, T. (1982). *Theories of the Media, Theories of Society*. In Culture, Society and the Media.
- Rogers, E. M. (1971). *Communication of Innovation: A Cross-cultural Approach*. University of Michigan.
- Nair, K. S. & White, S. (1993). *Perspective on Development Communication*. University of Michigan.
- Katz, J. E. (2008). *Handbook of Mobile Communication Studies*. Cambridge, Massachusetts, London: The MIT Press.
- Kincaid, L. D. (2013). *Communication Theories: Eastern and Western Perspective*. Academic Press.
- Mishra, K. K. (2000). *A textbook of Anthropological Linguistics*. New Delhi: Concept Publishing Company
- Misra, K. K. (2000). *TextBook of Anthropological Linguistic*. New Delhi: Concept Publishing Company Ltd.
- Pandey, Gaya (2018). *Communicational Anthropology*. New Delhi: Concept Publishing Company Ltd.
- Pandey, Gaya (2008). *Developmental Anthropology*. New Delhi: Concept.
- Rogers, Everall. (1976). *Communication and Development – Critical Perspective*. Sage Publications.

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BAHNA NTHRO 704	DSE	Introduction To Forensic Anthropology	60	20	20	0	0	4	0	0	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

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**BAANTHRO704: INTRODUCTION TO FORENSIC ANTHROPOLOGY**

**Course Educational Objectives (CEOs):**

**CEO 1:** To provide the understanding of the Forensic aspect of Anthropology

**CEO 2:** To provide knowledge about the basic human skeletal biology

**CEO 3:** To provide knowledge about personal identification

**CEO 4:** To provide knowledge about serology

**CEO 5:** To provide knowledge about individualization and recent trends in forensic anthropology

**Course Outcomes (COs): The students are expected to**

**CO 1:** Explain the scope and application of the forensic aspect of anthropology.

**CO 2:** Distinguish humans from non-human skeletal remains.

**CO 3:** Explain the techniques of making personal identification.

**CO 4:** Describe serological aspects in Forensic Anthropology

**CO 5:** Discuss the individualization and recent trends in Forensic Anthropology

**Course Contents:**

**UNIT I:** Introduction to Forensic Anthropology: Definition, Brief History; Scope; Importance; Relationship of Forensic Anthropology with other Disciplines.

**UNIT II:** Basic Human Skeletal Biology: Distinguishing Human skeletal remains from Non-Human Skeletal remains, Ancestry, age, sex and stature estimation from bones, Discovery and techniques for recovering skeletonized Human Remains

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BAHNA NTHRO 704	DSE	Introduction To Forensic Anthropology	60	20	20	0	0	4	0	0	4

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**UNIT III:** Personal Identification, Complete and Partial Identification, Methods of Identification in living Persons: Somatoscopy, Somatometry, Tattoo Marks, Dermatoglyphics: Fingerprints, Footprints, Handwriting, and Deformities.

**UNIT IV:** Serology: Identification and Individualization of bloodstain, Saliva, Urine, Semen Patterns of Bloodstains.

**UNIT V:** Individualization: Forensic Odontology-Tooth Structure and Growth, Bite Marks, Facial Reconstruction, DNA profiling. Recent Trends: DNA Fingerprinting; and Other Bodily Identifications- Somatometric and Somatoscopic Identification; Skeletal System Retina and Iris, Ear, Fingerprint etc.

**Suggested Readings:**

- Bass, W.M. (1971). *Human Osteology: A Laboratory and Field Manual of the Human Skeleton*. Columbia: Special Publications Missouri Archaeological Society.
- Black, S. and Ferguson E. (2011). *Forensic Anthropology 2000 to 2010*. London: CRC Press.
- Byers, S. N. (2008). *Forensic Anthropology*. Boston: Pearson Education LTD.
- Gunn, A. (2009). *Essential Forensic Biology (2nd ed)*. Chichester: Wiley-Blackwell
- Reddy V. R. (1985). *Dental Anthropology*. New Delhi: Inter-India Publication.
- Spencer, C. (2004). *Genetic Testimony: A Guide to Forensic DNA Profiling*. New Delhi: Pearson.
- Wilkinson, C. (2004). *Forensic Facial Reconstruction*. Cambridge University Press.

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BAHNANTHRO 705	DSE	Anthropology of Gender	60	20	20	0	0	4	0	0	4

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**BAHNANTHRO705: ANTHROPOLOGY OF GENDER**

**Course Educational Objectives (CEOs):**

- CEO1:** To focus on the Concept of Gender and how Gender is constructed in society.
- CEO2:** To provide knowledge about basic perceptions of Femininity and Masculinity, Gender and Its connection to nature and culture.
- CEO3:** To provide knowledge globalization and Gender.
- CEO4:** To provide knowledge about Cross-Cultural Perspectives on Sexuality and Gender, Globalization and Gender
- CEO5:** To highlight the Gender Inequality, Gender Bias, and Gender Discrimination in Indian society.

**Course Outcomes (COs): The students are expected to:**

- CO1:** Explain the Concept of Gender and Approaches to the Study of Gender
- CO2:** Explain the relation between Gender and Social Structure, Gender, and Socio-Cultural Change
- CO3:** Describe globalization process and its impact on Gender
- CO4:** Discuss the theoretical perspectives on Women and Development, Gender mainstreaming and Sensitization.
- CO5:** Describe that Why Women's Movements in India are taking place.

**Course Contents:**

**UNIT I: 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.

**UNIT II: 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 patrilineal and matrilineal societies; Status of women in the society- Case studies.

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**Semester VII (2022-2026)**

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNANTHRO 705	DSE	Anthropology of Gender	60	20	20	0	0	4	0	0	4

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

\*Teacher's Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

**UNIT III: Globalization and Gender:** Globalization Process and Their Impact; Globalization and Gender Equality; Feminization of Poverty and Female Headed Households; Women, Work and Globalization. Gender Inclusive Globalization.

**UNIT IV: Gender and development:** Theoretical Perspectives on Women and Development – Women in Development (WID); Women and Development (WAD); Gender and Development (GAD), and Women, Environment and Development (WED). Gender mainstreaming, gender sensitization. Definitions of terms like gender sensitive, gender equity and gender discrimination.

**UNIT V: Gender Development Index.** National and international policies of development and their impact on the gender.

**Suggested Readings:**

- Agarwal, Bina (1994). Gender and Command over Property: A Critical Gap in Economic Analysis and Policy in South Asia. World Development, Vol.22:10.
- Atkinson, Jane M and Shelly Errington, (Eds). (1990). *Power and Difference: Gender in island southeast Asia*. Stanford: Stanford University Press.
- Butler, Judith. (1990). *Gender Trouble- Feminism and the Subversion of Identity*. New York: Routledge Fausto-Sterling, Anne. (2000). *Sexing the body- Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Chanana, Karuna (ed) (1988). *Socialization, 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.

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- 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. (2000). *Doing Kinship and Gender- An Autobiographical Account*. Economic and Political Weekly, Vol.35:46.
- 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.
- Jeejeebhoy, Shireen. (1995). *Women's education, Autonomy and reproductive health*. New Delhi: Oxford University Press.
- Kabeer, Naila. (2005). *Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goals*. Gender and Society, Vol.13:1. 35
- Kapadia, Karin. (1999). *Gender Ideologies and the Formation of Rural Industrial Classes in South India Today*. Contributions to Indian Sociology.
- Kandiyoti, Deniz. (1988). *Bargaining with Patriarchy*. Gender and Society, Vol.2:3.
- Leacock, Eleanor. (1986). *Women's Work: Development and the Division of Labour by Gender*. Bergin and Garvey.
- 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: Danish.
- McCormack, Carol and Marilyn Strathern (Ed.). (1980). *Nature Culture and Gender*. New York: Cambridge University Press.
- Mead, Margaret. (2001). *Sex & Temperament: In three Primitive Societies*. New York Harper Collins.
- Moore, Henrietta. (1988). *Feminism and Anthropology*. Minneapolis: University of Minnesota Press.

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- 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*.
- Velaskar, Padma. (2016). *Theorising the Interaction of Caste, Class and Gender: A Feminist Sociological Approach*. Contributions to Indian Sociology.
- Walsh, Mary. (2004). *Twenty years Since 'a Critique of the Sex/Gender Distinction*. A Conversation with Moira Gatens. Australian Feminist Studies, Vol.19:14.

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