

## DEPARTMENT OF ANTHROPOLOGY

### BSc (Hons.) Anthropology *Category-I*

#### DISCIPLINE SPECIFIC CORE COURSE – 1: Introduction to Biological Anthropology

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
Introduction to Biological Anthropology	4	3	0	1	Class X II pass with biology	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. In order to acquaint the students with the fundamental concepts of Biological Anthropology
2. To introduce the student a foundational understanding of human variation and evolution of human and non-human primates

#### Learning outcomes

The Learning Outcomes of this course are as follows:

1. The students will comprehensively learn the scope and focal theme of biological anthropology along with its implications.
2. They will also learn the emergence of mankind in the context of human evolution and variation.
3. Further, this paper will help them in learning the role of evolutionary forces in bio-cultural human adaptations in the context of changing environment.

#### SYLLABUS OF DSC-1

##### UNIT – I History, Concepts, Aims and Scope (9 hours)

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

##### UNIT – II Theories of Evolution (12 hours)

1. Pre-Darwinian Theories of Evolution
2. Darwinism and Synthetic theory of evolution

##### UNIT – III The primates (12 hours)

1. Classification and characteristics of living primates, Primate radiation

2. Primate Locomotion, Comparative anatomy and behaviour of human and non-human primates
3. Significance of non-human primate study in biological anthropology

#### **UNIT – IV Human Variation and Concept of Race (12 hours)**

1. Traditional and modern methods of studying human variation
2. Racial Classification of Mankind
3. Indian Racial classifications: Risley, Guha and Sarkar
4. UNESCO statement on Race and Current understanding of Race

#### **Practical component (if any) - (30 hours)**

##### **Somatology**

1. Height/ Stature; Sitting height; Body weight
2. Maximum Head Length; Maximum Head Breadth; Minimum Frontal Breadth; Maximum Bonygomatic Breadth; Bignonial Breadth; Head Circumference
3. Physiognomic Facial Height; Morphological Facial Height; Physiognomic Upper Facial Height; Morphological Upper Facial Height
4. Nasal Height; Nasal Length; Nasal Breadth; Cephalic Index; Nasal Index

##### **Somatoscopy**

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

#### **Essential/recommended readings**

1. Campbell, G. (2016). The Ethnology of India. Wentworth Press.
2. Ember, C. R., Ember, M. Peregrine, P.N (2015). Anthropology (Twelfth Edition). Pearson Education Inc. Boston, USA [Unit-1: Chapter-1 and 2; Unit-2; Chapter -3 and 4; Unit-3: Chapter-5 and 6]
3. Eugenia Shanklin (1993). Anthropology and Race: The Explanation of Differences. Cengage Learning: 1 edition [Unit-4].
4. Jurmain R., Kilogre L., Trevathan W., Ciochon R.L. (2012). Introduction to Physical Anthropology. Wadsworth Publications, USA. [Unit-1: Page-3-23; Unit-2: Page 25-113; Unit-3: Page-143-225].
5. Statement of Race: Annotated Elaboration and Exposition of the Four Statements on Race (1972). Issued by UNESCO. Oxford University Press. 14.
6. Trudy R. Turner (2005). Biological Anthropology and Ethics: From Repatriation of Genetic Identity. State University of New York Press [Unit-3; Page 27-64].
7. Winfried Henke and Ian Tattersall (Eds.) (2007). Handbook of Paleoanthropology (Volume II). Springer.
8. Winfried Henke and Ian Tattersall (Eds.) (2007). Handbook of Paleoanthropology (Volume III). Springer

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## **DISCIPLINE SPECIFIC CORE COURSE – 2: Society and Culture: Concepts and Approaches**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
Society and Culture: Concepts and Approaches	4	3	0	1	Class XII pass with biology	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

1. The course introduces concepts of Society and Culture and their role in shaping human lives
2. Raises awareness about ethnocentrism and cultural relativism
3. Outlines some basic concepts and approaches to social and cultural changes

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

The students will be able to:

1. Critically interrogate who we are and what we do.
2. Understand the basic concepts and methods of social and cultural Anthropology.
3. Understand how social and cultural differences operate in the world.

#### **SYLLABUS OF DSC-2**

##### **UNIT – I Concept of Society (12 hours)**

Concept of Society, Status and Role, Group, Association, Community and Institutions Social Fact, Social Action, Social Conflict

##### **UNIT – II Concept of Culture (12 hours)**

Culture and its attributes, Enculturation, Ethnocentrism, Cultural Relativism, Paradoxes of Culture, Cultural Change, Culture Trait, Culture Complex, Culture Area Tangible and Intangible Culture

##### **UNIT – III Emergence and Historical Development of Social Anthropology (12 hours)**

Early writings: Colonial accounts of travelers and administrators; Ethnography, Ethnology and Social Anthropology; Scope and Relevance; Relationship with other disciplines.

## **UNIT – IV Approaches to Culture and Society (9 hours)**

Evolutionism, Diffusionism, and Historical Particularism

### **Practical component (if any) – (30 hours)**

Research projects based on everyday life experiences from different walks of life in different cultures. Students will be required to operationalize various concepts, identify the variables and examine their relationships in small field settings.

### **Essential/recommended readings**

1. De Annemarie Waal Malefijt (1916) Images of Man: A History of Anthropological Thought. Random House.
2. Barnard, A. (2021). History and theory in anthropology (Second Edition). Cambridge: Cambridge University Press (Selected Chapters).
3. Davis, K. (1973). Human society. New York: Macmillan. (Page: 289-391).
4. Durkheim, E. (2013). The Rules of Sociological Method and Selected Texts on Sociology and its Method Edited by Steven Lukes (Second Edition). Houndsills: Palgrave Macmillan. (Page: 20-49, 78-100).
5. Eriksen, T. H. (2015). Small Places, Large Issues: An Introduction to Social and Cultural Anthropology (Fourth Edition). London: Pluto Press (Selected Chapters).
6. Gluckman, M. (1956). Custom and Conflict in Africa. Oxford: Basil Blackwell. (Page: 1-26, 27-53).
7. Marx, K. and F. Engels. (2008). The Communist Manifesto (with an introduction by David Harvey). London: Pluto. (Page: 31-82)
8. Michael Wesch. 2018. The Art of Being Human (First Edition). Manhattan, Kansas: New Prairie (Whole book).
9. Linton R (1936) Study of Man; Manchester: D Appleton-Century.
10. Rapport N. and Overing J. (2004). Key Concepts in Social and Cultural Anthropology. London: Routledge. (Page: 333-343, 92-102).

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### **DISCIPLINE SPECIFIC CORE COURSE – 3: Introduction to Archaeological Anthropology**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
Introduction to Archaeological Anthropology	4	3	0	1	Class XII pass with biology	NIL

## **Learning Objectives**

The Learning Objectives of this course are as follows:

1. The course will enhance students understanding of human prehistory in the light of human origins.
2. The course will help students to develop concepts pertaining to the fundamentals of archaeological anthropology

## **Learning outcomes**

The Learning Outcomes of this course are as follows:

Students will learn on evolutionary relationships of different extinct/hominids in the context of emergence of various stone tool types and settlements.

## **SYLLABUS OF DSC-3**

### **UNIT – I Introduction (9 hours)**

1. Definition and scope of archaeological anthropology
2. Relation with other disciplines
3. Methods of studying archaeological anthropology

### **UNIT – II Methods of Estimation of Time and Reconstruction of the Past (12 hours)**

1. Absolute dating methods
2. Relative dating methods
3. Geochronology of Pleistocene Epoch
4. Glacial and Interglacial
5. Pluviation and Inter Pluviation
6. Different types of geoclimatic events.

### **UNIT – III Understanding Culture (12 hours)**

1. Technique of tool manufacture and estimation of their relative efficiency
2. Classification of tools: primary and combination fabrication techniques
3. Typology and cultural nomenclature

### **UNIT – IV Earliest Evidence of Culture in the World (12 hours)**

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

### **Practical component (if any) (30 hours)**

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

1. Core Tool Types
2. Flake Tool Types
3. Blade Tool Types

### **Essential/recommended readings**

1. Renfrew Colin and Bahn Paul (2012) Archaeology: Theories, Methods and Practice. New York: Thames & Hudson, 6th Edition.

2. Fagan Brian M. and Nadia Durrani (2014). *In the Beginning: An Introduction to Archaeology*, London: Routledge, 14th Edition.
3. Champion Timothy, Clive Gamble, Stephen Shenan & Alasdair Whittle (2009) *Prehistoric Europe*, London: Routledge
4. Allchin, Bridget and Allchin, Raymond F. (2003) *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
5. Phillipson D. W. (2005). *African Archaeology*. Cambridge: Cambridge University Press.
6. Whittaker, J.C. (2009) *Flintknapping: Making and Understanding Stone Tools*. Austin: University of Texas Press.
7. Odell, George H. (2003). *Lithic Analysis*. New York: Springer.
8. Moloney and Shott, M.J. (2016). *Lithic Analysis at the Millennium*, New York: Routledge.
9. Bhattacharya, D.K: *An outline of Indian Prehistory* ( 2006) Palaka prakashan Delhi
10. Bhattacharya, D.K. (1979). *Old Stone Age Tools: A Manual of Laboratory Techniques of Analysis*. Calcutta: K. P. Bagchi and Company.
11. Inizan, M.L.; M. R. Ballinger; H. Roche and J. Tixier. (1999). *Technology and terminology of Knapped Stone*. Nanterre: CREP.
12. Oakley, K.P. (1972). *Man the Tool Maker*. London. Trustees of the British Museum Natural History.
13. Sankalia, H.D. (1982). *Stone Age Tools: Their techniques, Names and Probable Functions*. Poona: Deccan College.

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