Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Anthropology
University Campus
Kirtipur
Kathmandu

Courses of Study for Bachelor of Arts (B.A)

Major in Anthropology

Approved by:
Anthropology’s Subject Committee and
Standing Committee
Ashad, 2073
Courses of Study for Bachelor of Arts (B.A) Major in Anthropology

Courses and their Code Numbers

1. AN.311 Foundations in Anthropology (First Year)
2. AN.312 Theoretical Perspectives in Anthropology (Second Year)
3. AN.313 Anthropology of Nepal (Second Year)
4. AN.314 Research Methods in Anthropology (Third Year)
5. AN.315 Anthropology and Development (Third Year)
6. AN.316 Anthropology of Contemporary Issues in Nepal—Functional Paper (Third Year)

Note: The ‘functional paper’ is to be treated as an ‘optional paper’.
AN 311: Foundations in Anthropology

First Year

Teaching hours: 150
Full marks: 100
Pass marks: 35

Course Objectives: The main objective of this course is to make the students familiar with the discipline of anthropology, its scope and nature. This course will help students understand four fields of anthropology, its applications and some basic social and cultural institutions.

Unit I. General Introduction 30
Definition, scope and nature of anthropology
History of anthropology
Four fields of anthropology
Physical anthropology- definition, nature and scope
Archaeological anthropology- definition, nature and scope
Linguistic anthropology- definition, nature and scope
Ethnology (cultural anthropology)- definition, nature and scope
Anthropology and other social sciences (sociology, history, economics and political sciences)

Required Readings:
1. Barnard, A. (pp. 1-26)
2. Kottak, P. (pp. 1-23)
3. Ember & Ember (pp. 1-15)
4. E. Evans- Pritchard's Social Anthropology (pp.1-85)
5. Scupin and DeCorse (pp.1-18)

Unit II: Basic Concepts in Anthropology 10
Culture, norms, values, belief, community, discourse, emic and etic, ethnography, enculturation/socialization, gender, myth, person, society, social structure, and ritual.
Required Reading:

1. Barnard and Spencer (selected sections)

Unit III: Human Society and Culture through Time 20

The idea of cultural evolution

Evolution of culture: paleolithic, mesolithic and neolithic cultures and their salient features

Origin of agriculture, industrialization and rise of complex societies

Making a living: foraging, cultivation, pastoralism, mode of production

Required Readings:

1. Scupin & de Corse (pp.7-9 and pp.140-210)
2. Kottak (p.16 and pp.360-387)

Unit IV: Micro Social Institutions 30

Kinship: meaning of kin and kinship system; kinship types and functions according to connection of blood and distance of relationship; social significance of kinship system.

Marriage: definition, types and functions of marriage system, alliance and descent, social significance of marriage institution, issue of same sex marriage; regulation of marriage-incest prohibition, preferential, prescriptive and proscriptive; and types and forms of marital transactions e.g. dowry, bride-price.

Family: definition, types by composition of members, rules of inheritance and descent, and roles and responsibilities; basic structure, function and social significance of family as a social institution.

Recent trends/debates in family, marriage and kinship.

Required Readings:

1. Kottak (pp.19-20, and pp.444-489)
2. Ember & Ember (pp.21-22 and pp. 358-401)
3. Levine, N. E. 2008

Unit V: Macro Social Institutions 40

Economic System

Economy as an institution: economy as an adaptive institution of society; functions of economic institution: production, distribution, exchange (reciprocity, redistribution, and market).
Consumptions in small-scale, complex and industrial society; economic role of household, community and state level institutions; social significance of household, community and state level economic activities.

Subsistence and livelihood: hunting and gathering, horticulture, pastoralism, shifting cultivation, agriculture and peasants, informal economy, poverty, sustainable livelihood and sustainable development.

**Required Reading:**

1. Ember and Ember (p.18 and pp. 301-321)

**Political System**

Polity as an institution: polity as a decision-making component of society, political role of household, community and state level institutions; social significance of political roles performed at and by household, community and state.

Political institutions in bands, tribes, chiefdoms, state, colonial systems and modern nation-state; power, ethnicity and colonialism.

**Required Readings:**

1. Kottak (p.17 and pp.388-415)
2. Scupin & de Corse (pp.15-17 and pp.319-386)

**Religion as an institution**

Religion as a belief system; diversity of religious beliefs in society; religion as a factor of generating integration and conflict in society; significance of religion at household, community and state level institutions; religion and secularization.

**Required Reading:**

1. Ember and ember (p.26 and pp. 460-474)

**Education as an institution**

Education as a process of transforming human organism into a cultural being; education as an institution for creation, maintenance and transfer/transformation of culture and knowledge in society; education as a socialization process; role of family, community, state and other types of agencies for providing education/socializing people in society; social significance of education.

**Required Reading:**

1. Bottomore, T. B. 1971 (pp. 262-272)
Unit VI: Understanding Change: Anthropological Perspectives

The inevitability of change

Understanding change from anthropological perspective

Strategies of influencing change

Required Reading:

1. Dube (pp. 9-48 and pp.106-123)

Unit VII: Applied Anthropology: Application of Anthropology

Historical glance on applied anthropology

Positioning yourself in the discipline

Applied and action anthropology

Anthropology in solving problems of society

Anthropology in development

Required Readings:

1. Rylko-Bauer, B., Singer M. and Willigen, J. V. (pp. 178-190)

2. Briller, S.H. and Goldmacher, A. (pp. 13-26)

3. Bennett, J. W. (pp. 23-53)

4. Evans-Pritchard (VI: pp. 109-130)

5. Ember and Ember (p. 29 and pp. 514-527)

Required Readings (in details)


AN 312: Theoretical Perspectives in Anthropology

Second Year

Teaching hours - 150
Full marks - 100
Pass marks: 35

Course Objectives: The objective of the course is to acquaint students with the major theoretical approaches in the analysis of culture. In doing so, the course focuses on the rise of anthropology in its historical and political context. This entails students to understand anthropology, like any other field of knowledge, to be the product of larger sociopolitical processes and events.

Unit I: Understanding Theory in Anthropology (15 hours)

   A. Scope of anthropology
   B. Relativism vs comparison
   C. Problem of defining theory
   D. The Relation between ethnological theory and ethnographic fact
   E. General nature of anthropological inquiry: Anthropology and ethnology, theory and ethnography
   F. Anthropological paradigm
   G. Diachronic, synchronic and interactive perspectives

Required Readings:


Unit II: Disciplinary History and its Foundations (15 hours)

   A. Precursors of the anthropological tradition
   B. Early history of anthropological theory: Anthropology in antiquity, middle ages, renaissance, voyages of geographical discovery, enlightenment
   C. Nineteenth century foundations and forerunners
   D. Brief overview of the founding fathers

Required Readings:


Unit III: Evolutionism and the Beginnings of Anthropology during the Nineteenth Century (15 hours)

   A. Rise of evolutionist anthropology: biological and anthropological traditions, unilinear evolution and contribution of Maine, Lubbock and Morgan, Tylor and Frazer on ‘early’
religion, universal evolution and contributions of V. Gordon Child, Leslie White, multilinear evolution
B. Edward Tylor and the evolution of culture
C. Lewis Henry Morgan and the evolution of society

Required Readings:


Unit IV: Diffusion and Diffusionism (15 hours)

A. Antecedents of diffusionism
B. The Pan-Egyptian school (Smith and Perry and Rivers)
C. Cultural-circle (Graebner, Schmidt)
D. Culture area and regional approaches (Wissler, Kroeber)

Required Readings:


Unit V: The Anthropology of Franz Boas (10 hours)

A. Basic assumption of Boasian anthropology
B. Boas and culture in context
C. Integration of cultures

Required Readings:


Unit VI: Functionalism to Structural Functionalism (15 hours)

A. Functionalism defined
B. Evolutionist precursor and the organic analogy
C. Basic features of structural-functionalism
D. Contributions of A.R. Radcliffe-Brown and B. Malinowski

Required Readings:


**Unit VII: Action-centered, Processual and Marxist Perspectives (10 hours)**

A. Action-centered and processual approaches: Roots in sociology and roots in anthropology  
B. Transactionalism  
C. The Manchester school  
D. Marxist approaches: Key concepts in Marxist anthropology, structural Marxism of Godelier, political economy and globalization theory

**Required Readings:**


**Unit VIII: Cultural Evolution makes a comeback (10 hours)**

A. Brief overview of cultural evolution and its basic features  
B. Contribution of Leslie A. White  
C. Contribution of Julian Steward  
D. Contribution of Marvin Harris

**Required Readings:**


**Unit IX The Anthropology of Claude Levi-Strauss (10 hours)**

A. Saussure and structural linguistics  
B. Basic features of structuralism  
C. Contribution of Levi-Strauss: Structural anthropology, structural approach to kinship, structural approach to myth

**Required Readings:**

Unit X: Symbols and Interpretation of Culture (15 hours)

A. The symbolic anthropology of Victor Turner: Background, Turner on symbols, liminality, communitas and pilgrimage
B. Interpretive anthropology of Clifford Geertz: Background, ‘thick description’ and ‘culture as text’, Javanese funeral
C. Mary Douglas: Symbols and structures, purity and pollution

Required Reading:


Unit XI: Representation, Agency, Structure, Power and Practice (15 hours)

A. Overview of structure, practice, agency and power
B. Poststructuralism and anthropology
C. Bourdieu’s practice theory
D. Foucault’s theory of knowledge and power
E. Feminism in anthropology

Required Readings:


Unit XII: Subaltern Studies and Indigenism (5 hours)

A. Introduction to subaltern studies and its historical origins
B. Nations, politics and globalization and new departures
C. Context, assimilation and critique
D. Primary attachments, indigenism and ethnonationalism
E. Forms of resistance, liberation and equality
F. Who are the ‘indigenous’?

Required Readings:

Course Objectives  This course is a general introduction of anthropology of Nepal. It offers an outline of history of anthropology and introduces issues in Nepali society and cultural diversity through reading of selected anthropological works. The course has three specific objectives as follows: (i) to familiarize the students with the historical development of the ‘Anthropology in/of Nepal’; (ii) to familiarize the students with the issues related to Nepali society and cultural diversity, and (iii) to introduce anthropological approaches applied in studying society and culture.

Unit I: Anthropology of Nepal  10hrs
- History of anthropology
- Key issues in development of anthropology
- Future of anthropology in Nepal

Required Readings:

Unit II: Cultural diversity  10hrs
- Nature of cultural diversity
- Approaches to diversity
- Challenges of respecting diversity

Required Readings:

Unit III: Caste, ethnicity and identity politics 10hrs
- Composition of caste and ethnicity
- Changes in the basis of social classification
- Dimensions of identity politics

Required Readings:


Unit IV: State and democracy 10hrs
- State of Nepali state
- Diversity and democracy
- New approaches to national unity

Required Readings:


Unit V: Religion and secularism 10hrs
- Religious diversity in the country
- Understanding secularism
- Impact of socio-economic change on religion

Required Readings:


**Unit VI: Nature and culture**

- Understand the relation between nature and culture
- Problems of nature conservations
- Approaches to sustainable management

**Required Readings:**


**Unit VII: Development Processes and cultural Transformations**

- Social changes in Nepal
- Issues in development
- Causes of failed development and underdevelopment

**Required Readings:**


Lauren Leve 2007 “‘Failed development’ and rural revolution in Nepal” In *Anthropological Quarterly* 80:1, PP. 127-172


Unit VIII: Women and Gender Relations 10hrs

- Diversity of gender relationship
- Women’s empowerment and choices
- Engagement in political struggle

Required Readings:

Unit IX: Labor Migration 10hrs

- Nature of labour migration
- Causes of migration
- Future trends

Required Readings:

Unit X: Inequality and social inclusion 10hrs

- Nature in social inequality in Nepal
- Causes of inequality and exclusion
- Justification of social inclusion

Required Readings:


AN 314: Research Methods in Anthropology

Third Year

Teaching hours: 150
Full marks: 100
Pass mark: 35

Course Objectives: The main objective of this course is to provide the students with basic knowledge and skills required to undertake research studies in the fields of anthropology and social sciences. Of the total 100 full marks, 20 marks will be allocated for practicum (for writing a short-term paper based on empirical data) to be implemented by the department itself in each campus and exam of 80 marks will be centrally conducted.

Unit I: Introduction (40 hrs)

A. Meaning, objectives and importance of social research
B. Theory and research
C. Anthropology and social sciences
D. Foundations, dimension and type of social research: Pure research, applied research and action research
E. Language of social research: Variables, concepts, problem and hypothesis, qualitative and quantitative data, measurements, reliability, validity, operationalisation, induction, deduction, generalization, universe, census and sample
F. Ethnographic research
G. Qualitative and quantitative research approaches
H. Anthropological research trends in Nepal

Required Readings


**Unit II: Research Design (10 hrs)**

A. Research design: meaning and importance

B. Types of research design: Descriptive, exploratory and experimental research designs, cross-sectional and longitudinal research designs

**Required Readings**


**Unit III: Qualitative and Quantitative samplings (20 hrs)**

A. Meaning and definition: Population, sample size, sample frame and unit of analysis

B. Probability and non-probability sampling and their subtypes: Simple random sampling, systematic random sampling, stratified random sampling, multistage sampling, judgmental sampling, snowball sampling; uses and limitations of various sampling designing

C. Ethnographic sampling: Approaches to selection in ethnographic research; requirements for and cautions about the use of samples

D. Qualitative sampling

**Required Readings**


**Unit IV: Fieldwork and the Field (10 hrs)**

A. Fieldwork and the field

B. Preparation for fieldwork: Site selection, rapport building

C. Field Notes: How to take them, code them, manage them

**Required Readings**

Unit V: Qualitative and Quantitative Data Collection Tools and Techniques (25 hrs)

A. Social survey, questionnaire/interview schedule
B. Observation: Participant and non-participant observation
C. Interviews: Key informant interviews, informal interview
D. Case study/narrative inquiry and life history
E. Content analysis and archival study
F. Focus group discussion and participatory research techniques
G. Uses and limitations of different types of research tools
H. Research ethics in qualitative and quantitative research

Required Readings


Unit VI Data Analysis and Presentation (25 hrs)

Quantitative Data Analysis
A. Descriptive Statistics: frequency distribution of grouped/un/grouped data; Measures of central tendency; measures of dispersion; construction and reading of tables, ratio, proportion and rate.

B. Measures of association of nominal/qualitative variables; assumptions, calculation
C. Measures of association of ordinal variables; assumptions, calculation and
Interpretation of the ratio statistic. 
D. Measures of association of interval/ratio variables; assumptions, calculation and interpretation of percentage

**Qualitative Data Analysis**

- Qualitative data analysis: coding, transcribing, interpretation, presentation
- Analysis of narrative-bibliographical interview
- Computer assisted analysis of qualitative data
- Discourse analysis
- Triangulation in qualitative research

**Required Readings**


**Unit VII: Writing Research Proposal and Field-based Term Papers (20 hrs.)**

A. Components of research proposal: Statement of the research problem, objectives of research, review of the literature, selection of the research sites, research design, population and sample, techniques of data collection and analysis
B. Reasons for reviewing the literature
C. Citation and annotated bibliography
D. Practical session of ‘writing proposal’ & ‘field-based term-paper’ (to earn 20 marks internally)

**Required Readings**

AN 315: Anthropology and Development  
Third Year

Course Objectives:
The main objective of this course is to make students familiar with the basic concepts of development, relation between anthropology and development and developmental practices in Nepal.

Unit I: Introduction: (10 hrs)
Meaning of Development over time, culture and development, unit of development, development anthropology and anthropology of development, applied and action anthropology

Required Readings

Unit II: Basic Concepts of Development: (50 hrs)
Growth, change, development, transformation, people and state, planned and induced development, innovative development, grassroots, development from above and development from below, development processes, modernization, westernization, sanskritization, indigenization, localization, community development: community-oriented and community-based development practices, endogeneity and exogenity of development. Development analysis: social, cultural, political, holistic, humanistic, monolithic, polycentric, local, national and third world perspective

Required Readings

Unit III: Perspectives of Change and Development (15 hrs)
Modernization, dependency, world systems, postmodernism, neo-liberalism, development populism and social science populism

Required Readings
Unit IV: Historical Roots of Development Practices in Nepal (35 hrs)

A. Early developmental practices: Parma, Guthi, Nogayar, Rodi, Bheja, Dharam Bhakari, philanthropic works, harguhar, bethi, community-based cooperative activities, sharing of agricultural seeds: communal hunting/fishing and distribution among the members

B. Nepal’s plan development intervention on the following sectors: agriculture, forestry, road, water and renewal resources. Special focus will be given on policies, strategies and practices

C. Recent developmental practices in Nepal:
Decentralization and devolution of powers and resources, local self-governance, human rights-based development, sustainable and equitable development, socio-political and economic empowerment, reservation policy in various sectors of government

D. Local organizations: CBOs, user groups (forest, water), mother groups and their dynamics, cooperative movement

Required Readings


Government of Nepal. Recent Development Plan documents


Unit V Developmental Practices in Nepal (40 hrs)

E. State, market, donor, INGO/NGO-led development strategies with special focus on their perspectives, strategies, actions and achievements made so far in the development of Nepal

F. Recent discourse on development: Empowerment, policy lobbying, advocacy and awareness raising development programs, social inclusion, cooperative movements and social movement, mega projects and debates

G. Conflict and development: geographical/spatial, social, cultural, economic, political and psychological roots of conflict in Nepal, and reviews of conflict mitigation strategies in Nepal

H. Practicing development in Nepal: development practitioners’ role as animator, matchmaker, change agent, facilitator, agency, watch-dog, friend philosopher and guide

I. Climate change and resilience, disaster reduction strategy

Required Readings


**AN 316: Anthropology of Contemporary Issues in Nepal (Functional Paper)**

Third Year  
Optional  

Teaching hours - 150  
Full marks – 100  
Pass marks: 35

**Courses Objectives:** The course has two-fold objectives as follows: (i) to familiarize students on contemporary issues in Nepal, and (ii) to enable students to approach and analyze the issues from anthropological perspectives.

**Unit 1: Culture of politics and politics of culture**  
15

- Interconnectedness of culture and politics
- Understand the issues in cultural politics in Nepal
- Changes in the political culture

**Required Readings**


**Unit 2: Violence and symbolic violence**  
10

- Nature and history of violence in Nepal
- Symbolic and structural violence
- Ways to non-violence and peace

**Required Readings**


**Unit 3: Constitution and its discontents**

- Evolution of constitutionalism in Nepal
- Issues of exclusion and inclusion
- Causes of failure and problem with new constitution

**Required Readings**


Tamang, M.S. 2012. *Social Inclusion and protection of the rights of minorities, indigenous people and excluded communities in the new constitution.* Kathmandu, SPCBN/UNDP.


**Unit 4: Nationalism and patriotism**

- History of nationalism in Nepal
- Diversity and discontents with nationalism
- Emerging new form of nationalism

**Required Readings**


Unit 5: Social movements

- Types and nature of social movements
- Commonality and differences between social movements
- Movement’s interface with democracy

Required Readings


Unit 6: Hydropower and peoples power

- Importance and risks of hydropower
- Hydropower and potential for empowerment of people
- Challenges of sustainable hydropower

Required Readings


Unit 7: Changing agriculture and environment

- Changing nature of subsistence agriculture
- Himalayan environmental crisis revisited and new crisis
- Future of agriculture and sustainable environment

Required Readings:


Unit 8: Challenges of education and health improvements

- Issues of equal educational outcomes
- Issues of equal health outcomes
- Inequality and challenges in education and health situation

Required Readings:


Unit 9: Inequality and affirmative action

- Nature of inequality in Nepal
- Causes and consequences
- Affirmative action as solution
Required Readings:


