

Tribhuvan University
Faculty of Humanities and Social Sciences

Master of arts in Anthropology
Courses of Study for Semester System
Syllabus Approved by the Subject Committee
On
Asoj, 2081



Tribhuvan University
CENTRAL DEPARTMENT OF ANTHROPOLOGY
Kirtipur, Kathmandu, Nepal
Phone:4334832

Effective from 2081



Masters of Arts in Anthropology:

The new Master of Arts in Anthropology course (2081 B. S.) has been designed with the successful completion of the Bachelor of Arts courses in anthropology in mind. The course for master of Arts in Anthropology offers altogether 25 papers of Which 16 are required (including 'thesis writing' in the fourth semester) and 9 are optional, students may opt for optional courses in the third and fourth semesters as per their own choices which will be offered as per the departmental decision made on the basis of the availability of human resources. However, the regulation of Dean's Office states that there must be at least 10 students willing to opt for one optional paper.

Trio of Objectives of the Courses of Study:

The first objective of these courses is to impart up-to-date knowledge of the theories and methods of anthropology discipline among students along with the advanced anthropological training in ethnographic field-work. The second objective is to produce skilled human resource needed for Nepal's developmental needs. The third objective is to inculcate the spirit of human rights and principles of social justice in the minds of graduate students. Thus, the overall objective is to develop professional skill among students of the anthropology discipline at par with those of the universities of advanced countries.

Admission Criteria:

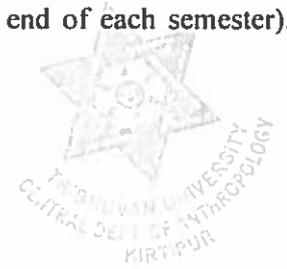
A Student holding a Bachelor Degree in any of the following subjects recognized by the Tribhuvan University is considered eligible to apply for admission:

- Anthropology; Sociology; Social work; Nepalese History, Culture and Archaeology; Psychology; History; Home Science; Geography; Economics, and Political Science
- Any discipline from Faculty of Education, Science, management and Law
- Any discipline from Institute of Medicine, Engineering, Forestry, Agriculture and Animal Sciences

An applicant seeking admission to M.A. in Anthropology must appear in an Entrance Examination of one hour's duration conducted by the Office of the Dean, Faculty of Humanities and Social Sciences, Tribhuvan University. The applicant who fails to appear in the Entrance Examination or to obtain a minimum qualifying score will not be given admission. Admission of the students will be strictly based on the merit list and the enrollment capacity of the Central Department of Anthropology, University Campus, Kirtipur and other anthropology departments of constituent and affiliated colleges of the Tribhuvan University.

Duration of the Courses, Examinations and Attendance:

The duration of the study of the courses offered is of two years (with four semesters). There is an examination in the duration of six months (at the end of each semester). Eighty percent of the attendance in the class is compulsory.



Approved

Distribution of Revised and Approved Courses by Semester 2081

Semester I

Class	Course Code	Title of Course	Credit hrs	Remarks
1	AN 501	Introduction to Anthropology	3	Required
2	AN 502	Classical Anthropological Theories	3	Required
3	AN 503	Physical Anthropology	3	Required
4	AN 504	Research Methods and Design in Anthropology	3	Required
5	AN 505	Anthropology of Nepal and the Himalaya	3	Required

Semester II

Class	Course Code	Title of Course	Credit hrs	Remarks
1	AN 551	Archaeological Anthropology	3	Required
2	AN 552	Linguistic Anthropology	3	Required
3	AN 553	Contemporary Theories in Anthropology	3	Required
4	AN 554	Advanced Data Collection and Analysis Techniques	3	Required
5	AN 555	Kinship Studies	3	Required

Semester III

Class	Course Code	Title of Course	Credit hrs	Remarks	
1	AN 601	Anthropology of Development	3	Required	
2	AN 602	Feminism and Gender Studies in Anthropology	3	Required	
3	AN 603	Research Practicum and Proposal Writing	3	Required	
4	AN 604-1	Medical Anthropology	3	Optional	Any two
5	AN 605-2	Anthropology of Climate Change	3	Optional	
6	AN 606-3	Disaster, Community Resilience and Well-being	3	Optional	
7	AN 607-4	Anthropology of Public Policy	3	Optional	

Semester IV

Class	Course Code	Title of Course	Credit hrs	Remarks	
1	AN 651	People, culture and environment	3	Required	
2	AN 652	Anthropology of Governance	3	Required	
3	AN 653-1	Visual anthropology	3	Optional	Any two from optional papers
4	AN 654-2	Anthropology and Globalization	3	Optional	
5	AN 555	Thesis writing	6	Required	
5	AN 656-3	Political Anthropology	3	Optional	
6	AN 657-4	Anthropology of Tourism	3	Optional	
7	AN 658-5	Economic Anthropology	3	Optional	

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Mode of Teaching

The course will be conducted in a seminar mode, encouraging active student participation in class discussions. Professors will assign the reading materials to the students one week in advance. Both English and Nepali will be used as the languages for classroom discussions and instruction. Likewise, students may choose either English or Nepali language for writing class tests, précis writing, term papers, final exams, and dissertations.

Course Evaluation System:

Evaluation system has two components, that is, internal and external. Forty and 60 percent weightage is accorded to the internal and external evaluation, respectively. The 40 percent internal evaluation will be done by the department/faculty on the basis of the following criteria:

- A. Class attendance- 10 marks
- B. Class participation, discussion and presentation with precis- 10 marks
- C. Term paper writing- 10 marks
- D. Class test(writing)- 10 marks

The Dean's Office will conduct the 60 percent external evaluation based on the final written examination. However, the evaluation of the practicum courses will be carried out by the respective department and campus.

The students are required to submit their term papers midway through the session. The class instructors will provide guidelines for writing the term papers. Additionally, a class test should be conducted one month prior to the final examination. Students must also submit a précis as instructed by their class instructors.

Model of the Final Examination Questions

A total of eight questions will be included in the final examination of each paper. Group A will consist of three long-answer questions, of which students must attempt two. In Group B, five questions will be presented, and students are required to answer three. Among the questions in Group B, there will be three short notes, and students must respond to two of them. However, the format of the practicum papers will follow the guidelines provided in the course instructions for the practicum papers.

Model of Sample question for the final Examination

Group A

Attempt any TWO questions from Group A 15X2= 30

- 1.
- 2.
- 3.

Group B

Attempt any Three question from Group B 3X10= 30

- 4.
- 5.
- 6.
- 7.
- 8
- a.
- b.
- c.

Write Short Notes of any TWO



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AN 501: Introduction to Anthropology
Master of Arts in Anthropology
First Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

This course is designed as an introductory course for the first semester students at the MA level. This course covers four subfields: biological anthropology, anthropological archaeology, sociocultural anthropology, and linguistic anthropology. More specifically, this course is a general survey of anthropology, focussing on cultural anthropology, as an academic discipline. However, it also introduces students to two dimensions of anthropology: academic as well as applied anthropology. The course will enable students to better understand anthropology as the study of culture and the human condition in the past, present, and future.

In general, the course offers a basic introduction to the subject matter of cultural anthropology, culture, and the relevance of anthropology in the changing world. Specifically, the course is focussed on the following major themes:

- i. Definition, nature, scope and application of anthropology,
- ii. The main sub-fields of anthropology and their primary methods,
- iii. Anthropological approach to the concept of culture, human diversity, cultural change, globalization, and other contemporary issues.

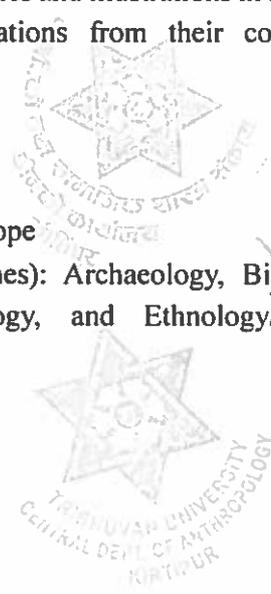
Note the Teachers: The prescribed textbook is primarily for the basic concepts and language of cultural anthropology. In addition to the examples and illustrations in the book, teachers are requested to give examples and illustrations from their context to communicate the concepts better to the students.

Unit I: Introduction to Anthropology

- Orientation and Course Overview
- What is Anthropology? Definition, Nature, and Scope
- Four Fields of Anthropology (the Sub-disciplines): Archaeology, Biological/Physical Anthropology, Linguistic Anthropology, and Ethnology/Cultural Anthropology
- Applied Anthropology
- Anthropology and Other Academic Fields

(6 hrs)

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Unit II: Culture

(3 hrs)

- What is Culture?
- Culture's Evolutionary Basis
- Universality, Generality, and Particularity
- Culture and Individual: Agency and Practice
- Mechanism of Cultural Change
- Globalization

Unit III: Method and Theory in Cultural Anthropology

(3 hrs)

- Ethnography: Anthropology's Distinctive Strategy
- Ethnographic Technique and Ethnographic Perspectives
- Doing Anthropology Right and Wrong: Ethical Issues
- Theory in Anthropology over Time
- Anthropology Today

Unit IV: Language and Communication

(3 hours)

- What is Language?
- Nonhuman Primate Communication
- Nonverbal Communication
- The Structure of Language
- Language, Thought, and Culture
- Sociolinguistics
- Historical Linguistics

Unit V: Ethnicity and Race

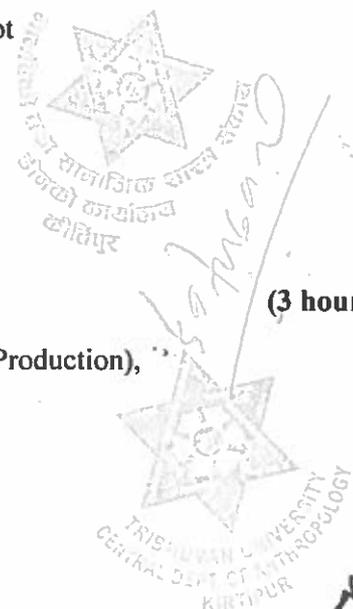
(3 hours)

- Ethnic Groups and Ethnicity
- Human Biological Diversity and the Race Concept
- Race and Ethnicity
- The Social Construction of Race
- Ethnic Groups, Nations, and Nationality
- Ethnic Tolerance and Accommodation
- Ethnic Conflict

Unit VI: Making a Living

(3 hours)

- Adaptive Strategy: Foraging and Farming (Food Production),
- Cultivation: The Farmers
- Modes of Production
- Economizing and Maximization
- Distribution, Exchange/Reciprocity
- Potlatching



Unit VII: Political System (3 hours)

- What is "The Political?"
- Types and Trends
- Bands and Tribes, Chiefdom and State
- Social Control

Unit VIII: Families, Kinship, and Descent (3 hours)

- Families
- Descent
- Kinship Calculation and Kinship Terminology

Unit IX: Marriage (3 hrs)

- Defining Marriage
- Exogamy, Incest, and Avoidance of Incest
- Engogamy
- Same-Sex Marriage
- Divorce
- Plural Marriage

Unit X: Gender (3 hours)

- Sex and Gender
- Recurrent Gender Patterns
- Gender Roles and Gender Stratification
- Gender in Industrial Societies
- Sexual Orientation

Unit XI: Religion (3 hours)

- What is Religion?
- Expressions of Religion
- Religion and Cultural Ecology
- Social Control
- World Religion
- Religion and Change
- Secular Rituals

Unit XII: Applying Anthropology (3 hrs)

- The Role of Applied Anthropologist
- Development Anthropology
- Strategies for Innovation
- Anthropology and Education
- Urban Anthropology

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- Medical Anthropology
- Anthropology and Business
- Public and Applied Anthropology

Unit XIII: Anthropology's Role in a Globalizing World

(3 hours)

- Diversity under Seige: Global Forces and Indigenous Peoples
- Global Climate Change
- Environmental Anthropology
- Interethnic Conflict
- People in Motion
- Indigenous People
- Anthropology's Lessons

Unit XIV: Nepal School of Anthropology: Tradition and Emerging Trends (3 hours)

- Anthropological Tradition in Nepal: History and Practice
- Nepal School of Anthropology: Emerging Issues and Future Direction

Unit XV: Review & Reflection

(3 hours)

Required Readings

Kottak, Conrad Phillip (2017) *Cultural Anthropology: Appreciating Cultural Diversity*. Seventeenth Edition. Selected Chapters. New York: McGraw-Hill

Dilli R. Dahal (2016) 'Anthropological Tradition in Nepal: History and Practices'. In *Nepali Anthropology: Nepal Direction and Contributions*. Kathmandu: CDA/TU

Mukta S Tamang, Suresh Dhakal and Janak Rai (2016). 'Nepal School of Anthropology: Emerging Issues and Future Direction'. In *Nepali Anthropology: Nepal Direction and Contributions*. Kathmandu: CDA/TU.



AN 502: Classical Anthropological Theories
Master of Arts in Anthropology
First Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

The first-semester theory course is designed to provide MA students with a solid foundation for understanding major classical theories in anthropology. By the end of the semester, students will develop an in-depth understanding of major classical anthropological theories and their relevance for examining societies and cultures across time and space. The course will also help students locate the history of anthropology by examining the relationship between the modes of knowledge, disciplinary shifts, and emergent political-economic contexts shaping these scholarly developments. Both original texts by the major classical anthropologists as well as secondary texts on them by other scholars will be used for each class. All the readings are in English.

Students should read the required readings before the class and participate in the discussion to critically examine these readings.

Unit I: Introduction to Course and the History of 'Anthropological Theory'

Readings: (3 hrs)

Moberg, M. (2019). "Of Paradigm and Politics" In *Engaging Anthropological Theory: A Social and Political History* (2nd Ed), pp: 1-26. Read and understand 'Explanation vs Interpretation' 'Empiricism and its discontents', and the notion of 'paradigm'

Erickson, P. A., & Murphy, L. D., (Eds.). (2021). *A History of Anthropological Theory*. Pp. 1-23; University of Toronto Press

Unit II: Nineteen-Century Evolutionism: E.B Tylor and L.H Morgan Readings.

(3 hrs)

Moore, J., D. (2009). "Edward B. Tylor: The Evolution of Culture" and "Lewis Henry Morgan: The Evolution of Society" In *Visions of Culture: An Introduction to Anthropological Theories and Theorists* (3rd Ed.), pp: 5-32.

McGee, J., R. & Warms R., L. (2008). *Anthropological Theory: An Introductory History – Chapters on E.B Tylor and L.H. Morgan*, pp: 28-53.

Recommended Reading:

Erickson, P.A., & Murphy, L.D., (Eds.). (2021). *A History of Anthropological Theory*.



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Read: "Classical Cultural Evolutionism", pp: 30-36; "Evolutionism Vs Diffusionism", pp: 37-41 & "Charles Darwin and Darwinism", pp: 47-56

Unit III: Marx, Durkheim, and Weber: Overview of Their Influences in Anthropological Theory (6 hrs)

Readings:

Edward Royce, E. (2015). *Classical Social Theory and Modern Society: Marx, Durkheim, Weber*. Selected Chapters: Read: **Chapter One**, pp: 1-17

Karl Marx:

Marx, K and Engels, F. (1974).

- Read "Feuerbach: Opposition of the Materialistic and Idealistic Outlook" in *German Ideology*, edited by C.J. Arthur, pp: 39-51, "**Ruling Class and Ruling Ideas**", pp: 64-68.

Edward Royce, E. (2015). *Classical Social Theory and Modern Society: Marx, Durkheim, Weber*. Read Chapter Two: Karl Marx, pp. 21-31

Emile Durkheim

Durkheim, E. (1915). *Elementary Forms of Religious Life*.

- Read: Introduction Chapter, Read from section II, pp: 8-20
- Book One: Preliminary Questions: Chapter One – Definition of Religious Phenomena and of Religion, pp: 21-45

Moore, J., D. (2009). "Emile Durkheim: The Organic Society" In *Visions of Culture: An Introduction to Anthropological Theories and Theorists* (3rd Ed.), pp: 46-60

Max Weber

Edward Royce, E. (2015). *Classical Social Theory and Modern Society: Marx, Durkheim, Weber* Read Chapter Four: Max Weber, pp: 91-125

Unit IV: Early 20th Century: Franz Boas and the Boasians (3 hrs)

Readings:

- For the background, Read Erickson, P. A., & Murphy, L. D., (Eds.). (2021). *A History of Anthropological Theory*. Read: "Part Two: Earlier 20th Century: American Anthropology" pp: 77-103.

Franz Boas. [These are shorter readings].

(1896). The limitations of the comparative method of anthropology. *Science*, 4 (103), 901-908.

(1920). "The Methods of Ethnology" In McGee, J., R. & Warms R., L. (2008).

Anthropological Theory: An Introductory History, Read: "Historical Particularism and the Methods of Ethnology" and pp: 116-128. Also, read the footnotes.

(1931). *Race and Progress. Science*, 74(1905), 1-8.

Recommended reading:

Dewbury, A. (2007). 7. The American School and Scientific Racism in Early American Anthropology. *Histories of Anthropology Annual*, 3(1), 121-147.

Unit V: Women Anthropologists in the Early History of Anthropology (3 hrs)

Readings:

Lamphere, L. (2004), Unofficial Histories: A Vision of Anthropology from the Margins. *American Anthropologist*, 106, pp:126-139. (Do read the contribution of Zora N Hurston)

Young, V., H. (2005). "Ruth Benedict's contribution in Anthropology" In *Ruth Benedict: Beyond Relativity, Beyond Pattern*, pp: 163-202.

Shankman, Paul. (2023). *Magaret Mead*. Introduction, pp. 1-7; Legacies, pp: 150-161.

Unit VI: Social Order and Integration in Simple Societies: Malinowski, and Evans-Pritchard (6 hrs)

Erickson, P. A., & Murphy, L. D., (Eds.). (2021). *A History of Anthropological Theory*. Read: "British Social Anthropology" pp: 104-116

Malinowski, B ([1922], 1984). *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Chapter III: The Essentials of the Kula, Pp. 49-80, and Chapter XXII: The Meaning of Kula, Pp. 509-518. Illinois: Waveland Press, Inc

Weiner, A. (1988). "Introduction" In *The Trobrianders of Papua New Guinea*. Read the Ethnographic Comparison for a critique of Malinowski's ethnography and male biasedness.

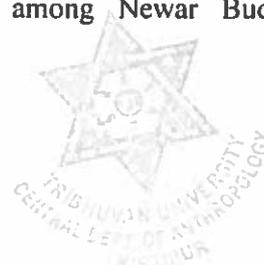
Evans-Pritchard, E. E. *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Read: Introductory, Chapter 1: Interest in Cattle, pp: 1-50

Unit VII: The Gift, Exchange, and Moral Economy (3 hrs)

Reading

Mauss, M. (1990/1950). *The Gift: The Form and Reason for Exchange in Archaic Societies*, forward by Mary Douglas. Routledge. Read Introduction, Chapter 1, Pp. 1-23 & Conclusion, pp: 83-107. Also, read the forward by Douglas.

Toffin, G. (2015). Donations and Gift-Giving among Newar Buddhists, Nepal. *Religion Compass*, 9(11), 423-442.



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Unit VIII: Structural analysis of Claude Levi-Strauss

(3 hrs)

Required Readings:

Students should first become familiar with Ferdinand Saussure's theory of signs. Read, for example:

Daniel Chandler, D. (2019). Semiotics for Beginners.

<https://www.cs.princeton.edu/~chazelle/courses/BIB/semio2.htm>

Levi-Strauss, C. (1963). *Structural Anthropology*.

Read: Chapters: "Social Structure", pp: 277-223 & "Structural Analysis in Linguistics and Anthropology", pp: 31-54.

Moore, J., D. (2009). "Claude Levi Strauss: Structuralism" In *Visions of Culture: An Introduction to Anthropological Theories and Theorists* (3rd Ed.), pp: 231-246.

Unit VIX: Ritual, Symbols, and Meanings

(6 hrs)

Required Readings

On "Rite of Passage"

Forth, R. (2018). "Rite of Passage" In H. Callan (Ed.). *International Encyclopedia of Anthropology*, John and Wiley Sons, pp: 1-7

Ritual Symbolism

Turner, V. (1967). "Symbols in Ndembu Ritual" In Erickson, P. A., & Murphy, L. D., (Eds.). *Readings for A History of Anthropological Theory* (5th edition, 2017), pp: 374-395.

Turner, V. (1977/1969). "Liminality and Communitas". *The Ritual Process: Structure and Anti-structure*. Pp. 94-130.

Douglas, M. (2004/1966). *Purity and Danger*. Preface to the Routledge Classics Edition, Pp. x-xxi; introduction, Pp. 1-7; chapter 7: External Boundaries, Pp. 141-159. Routledge.

Gluckman, M. (1963). "Rituals of Rebellion in South-East Africa" In Erickson, P. A., & Murphy, L. D., (Eds.). *Readings for A History of Anthropological Theory* (5th edition, 2017), pp: 275-297.

Unit X: Ecological Perspectives

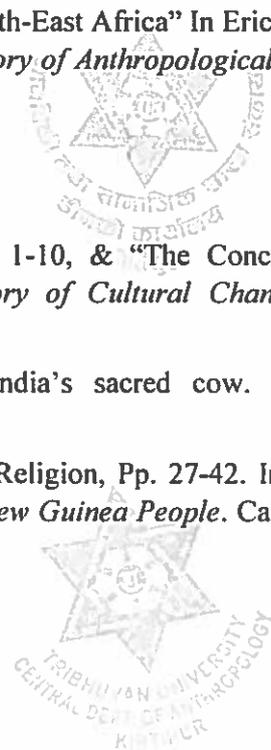
(3 hrs)

Required Readings

Steward, Julian (1973/1955). "Introduction" pp: 1-10, & "The Concept and Method of Cultural Ecology", pp: 30-42. *Theory of Cultural Change: the methodology of multilineal evolution*.

Harris, Marvin (1966). Cultural Ecology of India's sacred cow. *Current Anthropology* 7(1): 51-56.

Rappaport, R. A. (1979). Ecology, Meaning and Religion, Pp. 27-42. In *Ritual Regulation of Environmental Relations among a New Guinea People*. California: North Atlantic Books



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Recommended Reading:

Kottak, C.P. (1999). The new ecological anthropology. *American Anthropologist*, 101(1), 23-35.

Unit XI: Clifford Geertz and Interpretive Approach (3 hrs)

Required Readings:

Geertz, Clifford (1973). *The Interpretation of Cultures*. Basic Books

Chapter 1: Thick Description: Toward an Interpretive Theory of Culture, pp. 1-30,

Chapter 15: Deep Play: Notes on the Balinese Cockfight, pp. 412-454.

Unit XII: Marxist approaches (3 hrs)

Required Readings:

- Link to the readings on Marx in Unit III=

Recapturing Marx's basic ideas:

Berger, A., A. (1982). "Chapter 2: Marxist Analysis" In *Media Techniques*, pp:32-44.

Required Reading:

Marx, K. (1844). "Estranged Labour in Economic and Political Manuscripts" In R. C., Tucker (Eds), *The Marx- Engels Reader (1974)*, pp: 70-79.

Turner, T. (2008). Marxian value theory: An anthropological perspective. *Anthropological Theory*, 8(1), 43-56.

Taussig, M. (1977). The genesis of capitalism amongst a South American peasantry: devil's labor and the baptism of money. *Comparative studies in society and history*, 19(2), 130-155

Unit XIII: Power, History, and World System (3 hrs)

Required Reading:

Wolf, E. (2010). Introduction, Slave Trade, and Afterward, In *Europe and People Without History*, pp:3-23; 95-23; 385-393. University of California Press

Sahlins, M. D. (1985). "Introduction" and "Structure and history" In *Islands of history*, pp: pp. vi-xix, 136-157. University of Chicago Press.

Recommended Reading:

Friedman, J. (2016). No history is an island: an exchange between Jonathan Friedman and Marshall Sahlins. In *Critical Anthropology* (pp. 181-212). Routledge.



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**AN 503: Physical Anthropology
Master of Arts in Anthropology
First Semester (Required)**

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

The course on Physical/Biological Anthropology is designed to provide the M.A. students a solid foundation for a bio-cultural approach to the understanding of human evolution, racial and genetic diversity, medico-legal application of forensic anthropology, human evolution and diversity in South Asia. Students will develop a positive attitude and appreciation towards the diversity in the past and contemporary societies and cultures. Students are expected to complete the required readings prior to class and actively engage in discussions to critically analyze them. The class will follow a seminar mode, incorporating a practicum component that utilizes visual media. By the end of the course, students will develop an in-depth bio-cultural understanding of the modern human origin, human population variation, and how human remains are interpreted for their relevance to recent humans across time and space. They will utilize physical anthropological knowledge in practical applications. The course will also help students to engage on current debate and discourse of forensic investigation and human racial diversity and cultural change over time.

Unit I. Introduction: Physical/Biological Anthropology (9 hrs)

1. Introduction and History of Physical Anthropology
2. Science Education and Physical Anthropology
3. Methods and Applications of Physical Anthropology to Human Affairs
4. Ethical concerns in Physical Anthropology

Required Readings

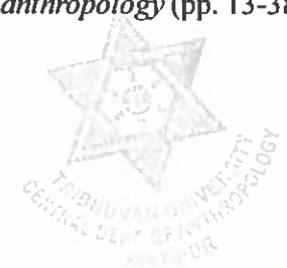
Larsen, C.S. (2010). What is physical anthropology? In C. S. Larsen (Ed.), *Essentials of physical anthropology: Discovering our origins* (PP 3-16). W.W Norton and Company.

Lasker, G.W. (1991). Introduction. In Mascie-Taylor, C. G. N., & G. W. Lasker (Eds.), *Applications of biological anthropology to human affairs* (pp. 1-13). Cambridge University Press.

Little, M.A. & Sussman, R. W. (2010). History of biological anthropology.

In C.S. Larsen (Ed.), *A Companion to biological anthropology* (pp. 13-38).

Wiley Blackwell publishing Ltd.



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Turner, T. R. (2005). Introduction: Ethical concerns in Biological Anthropology. In T. R. Turner (Ed.), *Biological anthropology and ethics: From repatriation to genetic identity* (pp. 1-13). State University of New York Press.

Unit II. Human Evolution and Variation (9 Hrs)

1. Theories of Human Evolution and Current Debate
2. Human Variations and Adaptability
3. Concept of Race, Racial Classification, and Deconstructing Race
4. On-going Evolution in Humans
5. Applying Evolutionary Anthropology to a Changing World

Required Readings

Caspari, R. (2010). Deconstructing race: Racial thinking, geographic variation, and implication for biological anthropology. In C.S. Larsen (Ed.), *A companion to biological anthropology* (pp. 104-123). Blackwell Publishing Ltd.

Larsen, C.S. (2010). Evolution: Constructing a fundamental scientific theory. In *Essentials of physical anthropology: Discovering our origins* (pp. 21-39). W.W Norton and Company.

Larsen, C.S. (2010). Biology in the present: Living people. In *Essentials of physical anthropology: Discovering our origins* (pp. 96-120). W. W. Norton and Company.

Lorena, M. & Willoughby, J. (2010). On-going evolution in humans. In C. S. Larsen (Ed.), *A Companion to biological anthropology* (pp. 207-221). Blackwell publishing Ltd.

Scupin, R. & DeCorse, C.D. (2012). Human variation. In *Anthropology: A global perspective* (pp. 120-139). Pearson.

Unit III. From Primate to Modern Human (12 hrs)

1. Primatology: Characteristics, Classification, Social System (reproduction and communication) and cultural system, and Methods of study
2. Earliest Hominins
3. Neanderthals and Modern Human Origins
4. Dispersal of Modern Humans

Required Readings

Harvati-Patatheodorou, K (2013). Neanderthals. In David R. Begum (Ed.), *A companion to paleoanthropology* (pp. 538-556). Blackwell.

Lewis, B., Jurmain, R. & Kilgore, L. (2013). The origin and dispersal of modern humans. In *Understanding humans: Introduction to physical anthropology and archaeology* (pp. 279-306). Wadsworth, Cengage Learning.



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Larsen, C.S. (2010). Biology in the present: The other living primates. In *Essentials of physical anthropology: Discovering our origins* (pp. 123-161). W.W Norton and Company.

Relethford, J. H. (2008). Genetic evidence and the modern human origins debate. *Heredity*, 100(6), 555–563. <https://doi.org/10.1038/hdy.2008.14>

Simpson, S.W. (2010). The earliest hominins. In C.S. Larsen (Ed.), *A companion to biological anthropology* (pp. 314-340). Blackwell.

Unit IV. Forensic Anthropology

(9 hrs)

1. Introduction of Forensic Anthropology
2. Recovery and Interpretation at Mass Graves and Mass Fatality (airliner crash)
3. Methods of Estimating Stature, Age (at Death), and sex
4. Ethics and Future of Forensic Anthropology

Required Readings

Dawson, C. R, D. & Mallett, X. (2011). Sex determination. In S. Black & E. Ferguson (Eds.), *Forensic anthropology 2000 to 2010* (pp. 61-117). CRC Press.

Dirkmaat, D.C. (2012). Forensic anthropology at the mass fatality incident (Commercial Airliner) Crash Scene. In D.C. Dirkmaat (Ed.), *In A Companion to Forensic Anthropology* (pp. 136-156). Blackwell.

France, D.L. (2012) Ethics in forensic anthropology. In Dennis C. Dirkmaat (Ed.), *A companion to forensic anthropology* (pp. 666-689). Blackwell.

Garvin, H.M, Passalacqua, N.V. Uhl, N. M., Gipson, D.R., Overbury, R. S. & Cabo, L. L. (2012). Developments in Forensic Anthropology: Age-at-Death Estimation. In D. C. Dirkmaat (Ed.), *A companion to forensic anthropology* (pp. 202-223). Blackwell.

Tuller, H. H. (2012). Mass Graves and Human Rights: Latest Developments, Methods, and Lessons Learned. In Dennis C. Dirkmaat (Ed.), *A companion to forensic anthropology* (pp. 157-174). Blackwell.

Ubelaker, D.H. (2006). Introduction to Forensic Anthropology. In A. Schmitt, E. Cunha & J. Pinheiro (Eds.), *Forensic anthropology and medicine: Complementary sciences from recovery to causes of death* (pp. 3-12). Humana Press Inc.

Unit V. Physical/Biological Anthropology of South Asia (9 hrs)

1. Human Evolution, History of Human Population and Culture Change in South Asia
2. Anthropological, Archaeological and Genetic Perspectives on the Origin of Caste in South Asia
3. Biocultural Adaptations of the High Altitude Sherpas of Nepal



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Required Readings

- Boivin, N. (2007). Anthropological, historical, archaeological and genetic perspectives on the origin of caste in South Asia. In M.D. Petraglia & B. Allchin (Eds.), *The evolution and history of human populations in South Asia: Inter-disciplinary studies in archaeology, biological anthropology, linguistics and genetics* (pp. 342-361). Springer.
- Shaffer, J.G. (1984). The Indo-Aryan Invasions: Cultural myth and archaeological reality. In J.R. Lukacs (Ed.), *The people of South Asia: The biological anthropology of India Pakistan and Nepal* (pp. 77-90). Springer.
- Petraglia, M.D. & Allchin, B. (2007). Human evolution and culture change in the Indian subcontinent. In M. D. Petraglia & B. Allchin (Eds.), *The evolution and history of human populations in South Asia: Inter-disciplinary studies in archaeology, biological anthropology, linguistics and genetics* (pp. 1-20). Springer.
- Weitz, C. A. (1984). Biocultural adaptations of the high altitude Sherpas of Nepal. In J. R. Lukacs (Ed.), *The people of South Asia: The biological anthropology of India, Pakistan, and Nepal* (pp. 387-420). Springer Verlag.



AN 504: Research Methods and Design in Anthropology
Master of Arts in Anthropology
First Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

The general of the course is to provide students with foundational knowledge in anthropological and social science research methods. The course focuses on concepts, techniques and tools of research methods, data analysis and research proposal/report writing in social sciences in general and anthropology in particular. This course will be conducted in seminar mode.

The specific objectives of the course will be: 1) enable the students to understand and employ appropriate theory and methods to conduct anthropological and social sciences research 2) enable to collect and analyze qualitative and quantitative data, and 3) enable to develop research proposal and writing report based on empirical data.

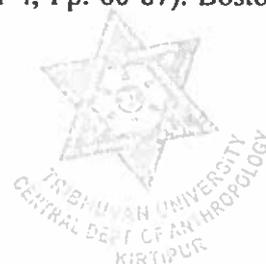
Unit I. Introduction

(9 hrs)

- A. Domain of methodology
- B. Interdisciplinary approaches in social science research
- C. Steps in social research
- D. Constraints of social research

Required Readings

- Pelto, P. and Pelto G. (1996). *Anthropological Research: The Structure of Inquiry*. London: Cambridge University Press (PP 1-16)
- Becker: Howard S. (1998). *Tricks of the Trade* (chapter 1: Tricks, (Pp 1-9). Chicago: The University of Chicago Press.
- Flick, U, Kardorif, E. V & Steinke, I (eds) (2004). *A Companion to Qualitative Research*. London, Thousand Oaks, New Delhi (Pp 1-12).
- Klein, Julie Thompson. Interdisciplinary Approaches in Social Science Research. In William Outhwaite and Stephen P. Turner (eds.) *Social Science Methodology* (Pp 32-49). London: SAGE Publications. (2007). (e-copy available in Google search).
- Neuman, W. Lawrence. 1997. The Meaning of Methodology, in *Social Research Methods: Qualitative and Quantitative Approaches*. (Chapter 4, Pp. 60-87). Boston: Allyn and Bacon.



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Srivastava, Vinay K. (2007). Introduction. In Vinay Kumar Srivastava (ed), *Methodology and Fieldwork*. New Delhi: Oxford University Press (Pp 1-50).

UNIT II. Ethnography and anthropological Research Tradition in Nepal (9 hrs)

- Ethnography
- History of ethnographic research tradition in Nepal
- Anthropological teaching trends in Nepal

Required Readings

Berremman, Gerald D. (2007). Ethnography: Method and Product. In Vinay Kumar Srivastava (ed), *Methodology and Fieldwork*. New Delli: Oxford University Press (Pp 157-190).

Uprety, Laya P. and Pokharel, Binod (2016). Teaching Anthropology in Nepal: A Critique and a Proposal. In Binod Pokharel, Janak rai and Mukta Singh Lama Tamang (Eds), *Nepali Anthropology: New Direction and Contributions*. Kirtipur: Central Department of Anthropology, Tribhuvan University (Pp 43-92).

Dahal, Dilli R. (2016). Anthropological Tradition in Nepal: History and Practices. In Binod Pokharel, Janak Rai and Mukta Singh Lama Tamang (Eds), *Nepali Anthropology: New Direction and Contributions*. Kirtipur: Central Department of Anthropology, Tribhuvan University (Pp 19-42).

Unit III. Paradigms for Ethnographic Research (9 hrs)

- a. Research paradigms: Positivist, Critical, Interpretive, phenomenological or constructive, ethno-methodology, symbolic interactionism, and ecological paradigms
- b. Emerging social network paradigm
- c. Paradigmatic synthesis
- d. Building formative theoretical models: introducing theory; the ethnographer as theorist; selecting a paradigm, building a formative research model, steps in constructing model, dependent domain, independent domains
- e. Transformations in ethnographic research

Required Readings

Creswell, John (2007). *Five traditions of qualitative inquiry In Qualitative Inquiry and Research Design : Choosing among Five Traditions*. (pp: 47-72). New Delhi: Sage Publication.

Flick, U, Kardorif, E. V & Steinke, I (eds) (2004). *A Companion to Qualitative Research*. London, Thousand Oaks, New Delhi (67-100).

Gille, Z. (2008). Critical Ethnography in the Time of Globalization: Towards a New Concept of Site. In *Cultural Studies: Critical Methodology*.

Lecompte, Margaret D & Schensul, Jean J. (1999). *Designing and Conducting Ethnographic Research*. Walnut Creek, London & New Deldhi: Altamira Press (PP 41-60)

Marcus, G. (1995). Ethnography in/of the World System: The Emergence of Multi-sited Ethnography. *Annual Review of Anthropology*. 24:95-117

Schensul, Stephen L., Schensul, Jean, J. & LeCompte, Margaret D (1999). *Essential Ethnographic Methods*. Walnut Creek, London & New Deldhi: Altamira Press (PP 9-48)

Harding, S. (1992). After the neutrality ideal: Science, politics, and "strong objectivity". *Social Research*, 59(3), 567-587.

Unit V. Research Designs & Ethnographic Sampling (9 hrs)

- a. An overview of research design, planning a research design, quantitative survey and experimental designs and qualitative designs
- b. Design and process in qualitative research
- c. Choosing and designing an ethnographic research project: deciding what to investigate, elaborating research questions, selecting populations and units of analysis
- d. Ethnographic sampling: Approaches to selection in ethnographic research; approaches to sampling in ethnographic research; requirements for and cautions about the use of samples
- e. Operationalization: using the research model design with stages in data collection
- f. Case construction

Required readings

Flick, U, Kardorif, E. V & Steinke, I. (edited) (2004). *A companion to Qualitative Research*. London, Thousand Oaks, New Delhi (PP.146-52, 165-171).

LeCompte, Margaret D & Schensul, Jean J. (1999). *Designing and conducting ethnographic research*. Walnut Creek, London & New Deldhi: Altamira Press (PP 97-126).

Neuman, W. Lawrence. 1997. The meaning of methodology, in *Social Research Methods: Qualitative and Quantitative Approaches*. (Chapter 6 on Qualitative Research Designs, Pp. 106-129); (Chapter 13 on Quantitative Research Designs, Pp. 327-342).

Schensul, Stephen L., Schensul, Jean, J. & LeCompte, Margaret D (1999). *Essential Ethnographic Methods*. Walnut Creek, London & New Deldhi: Altamira Press (PP 49-68; 231-270)



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Strauss, A. & Corbin, J. (ND). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Pp 33-43). Newbury Park, London, New Delhi: Sage Publication

Guest, Greg. (2015). Sampling and selecting participants in field research. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 215–250). Lanham, MD: Rowman & Littlefield.

Hagaman, A. K., & Wutich, A. (2016). How many interviews are enough to identify metathemes in multisited and cross-cultural research? Another perspective on Guest, Bunce, and Johnson's (2006) landmark study. *Field Methods*, 29(1), 23–41.

Unit VI. Measurements and Relationships (9 hrs)

- A. Concept, variables and indicators
- B. Hypotheses and prior knowledge in qualitative research
- C. Abduction, deduction and induction in qualitative research
- D. Triangulation in qualitative research
- E. Variable: types and indicators.
- F. Measurement: postulates and levels of measurement (nominal, ordinal, interval and ratio) and corresponding modes of data analysis
- G. Validity and reliability in ethnographic research

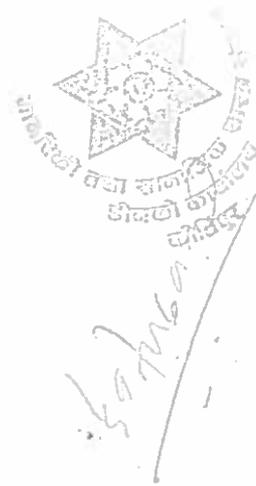
Unit VI. Required readings

Baker, Therese L., *Doing Social Research*, New Delhi: McGraw Hill. 1998 (Ch. 4: Operationalization and Measurement: From concepts to variables, Pp. 101-132).

Flick, U, Kardorif, E. V & Steinke, I. (edited) (2004). *A companion to Qualitative Research*. London, Thousand Oaks, New Delhi (PP153-164; 178-190, 271-278).

Pelto, Petti J. and Gretel H. Pelto (1978). *Anthropological Research: The Structure of Inquiry*, London: Harper and Row Publishers, 1978 (Ch. 8 on Measurement, scales, and statistics, Pp. 141-176).

Unit VII Review and Reflection (3 hrs)



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AN 505: Anthropology of Nepal and the Himalaya
Master of Arts in Anthropology
First Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

This course is an introduction of the anthropology of Nepal and the Himalaya through reading of selected ethnographic cases. The course has three primary objectives: i) to enable the students to critically engage with the development of anthropological and other representations of the society and cultures of the area, ii) to acquaint them with contemporary issues through anthropological and other social science readings, and iii) to understand the anthropological approaches to study of social processes of multiethnic societies of Nepal and the Himalayas.

Internal evaluation mechanics

Class attendance and: Participation	10
Précis and class presentation (at least 10 precises must be submitted):	10
Term paper (3000-4000 words)	10
Class test:	<u>10</u>
Total	40

Unit I: Anthropology of Nepal and the Himalayas.

(6 hrs)

- Retrospect and Prospects
- Ideal of Nepal: presentation and representation
- Diversity: physical and socio-cultural
- Social science (Anthropological research) writing of Nepal
- Institutional Development of Anthropology in Nepal

Required Readings

Chhetri, Ram B. (2010) Anthropology in Nepal: A short history of research, teaching and Practice. In R B Chhetri, TR Pandey, and LP Uprety (eds) *Anthropology and Sociology of Nepal: Taking Stock of Teaching, Research and Practice*, (1-27), CDSA, TU.

Uprety, L.P. and Pokharel, B. (2018). Anthropology as an independent discipline: Recent developmental history, practice, and vortex of epistemological and institutional challenges. In L.P.Uprety, B. Pokharel, J. Rai, S. Dhakal and M.S. Lama



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(Eds.) *Contemporary Nepali social and cultural anthropology: A reader*. Kirtipur: Central Department of Anthropology, University Campus, TU.

Fisher, James. (1985). "The historical development of Himalayan anthropology." In *Mountain Research and Development* 5(1), PP. 99-111

Bista. D.B. (1987). Nepal school of sociology and anthropology. *Occasional Papers in Sociology and Anthropology*, 1: 6-10.

Recommended Reading

Dahal, Dilli R. (1993). Anthropology of the Nepal Himalaya: A critical appraisal. In Charles Ramble & Martin Brauen (eds). *Anthropology of Tibet and the Himalaya*. Ethnological Museum of the University of Zurich.

Liechty, M. (2018). Himalayas in the Western Mind's Eye 'Incredibly Spiritual and Marvellous'

Economic and Political Weekly, Vol. 53, Issue No. 19, 12 May, 2018

Berremen, G. (1978). Himalayan research: What, whither, and whether." In *Himalayan Anthropology* ed. James Fisher. PP. 67 – 74. Paris: Mouton.

Lecomte-Tilouine, M. and Dollfus, P. (2003). Introduction. In *Ethnic revival and religious turmoil: Identities and Representations in the Himalayas*. Oxford University Press. Pp. 1-22.

Toffin, G. (2009). Fields and writings: Fifty years of French anthropology in Nepal. *Studies in Nepali History and Society* 14(2): 261–301 December 2009.

Chhetri, Ram B. and Gurung, P. (1999). Anthropology and sociology of Nepal: Retrospect and prospects. In Ram B. Chhetri and Om P. Gurung Eds., *Anthropology and Sociology of Nepal: Cultures, Societies, Ecology and Development*. Pp. 1-9. SASON.

Unit II: Social Structure

- Caste, Ethnicity, Gender and Region
- Caste Ethnicity and identity
- Gender and society
- Dalits Tarai-Madhes

Required Readings

Bista. D.B. (1989). The structure of Nepali society. In *Nepal: Perspectives on Continuity and Change*. Kamal P. Malla, ed., pp. 169-191. Centre for Nepal and Asian Studies.

Hofer, A. (1979). *The Caste Hierarchy and the State in Nepal: A Study of the Muluki Ain of 1854* Innsbruck: Universitätsverlag Wagner. Chapter 2, The People of Nepal: A Summary Pp 43-45 and Chapter XV: The Change of Caste and the Question of

(9 hrs)



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Mobility Pp. 177-184. (also read introduction by PR Sharma in edition published by Himal Books).

Tamang, M.S. (2014). Identity and social classification in Nepal. In Mukta S. Tamang and Manju Thapa Tuladhar (eds.) *Social Inclusion Research: A Source Book*. Mandala Book Point. Pp. 85-116.

Gellner, D. & Adhikari, K. (2024), Introduction. In Gellner and Adhikari (Eds.). *Nepal's Dalits in Transition*, (page 1-9). Vajra Books.

Yadav, R. (2011). On being Madhesi in Guneratne, Arjun (ed.) *The Tarai: History, Society, Environment*. Himal Books, pp. 150-160.

Pokharel, B. (2010). Changing relations between high castes and Tamang in Melamchi Valley. *Dhaulagiri Journal of Sociology and Anthropology*, vol.4, 65-84.

Sato, S. (2023). *Women in 'New Nepal' Through the lens of Classed, Ethnic, and Gendered Peripheries*. Routledge (page 1-15).

Recommended Reading

K.C. G. (2015). Indigenous institutions as a base to sustain Rana Tharu work and life.

Bhatrai, H. (2011). Cultural Diversity, Social Exclusion and Identity Politics in Nepal. In Chetan Singh (ed.). *Recognizing Diversity: society and culture in the Himalaya* (137-168). Oxford University Press.

Dahal, B (2023). Social discrimination and Hierarchy Practices among the Dalits in Far-Western Nepal. *International Journal of Anthropology*, Vol. 38 - n. 1-2 (1-28)

Berremen, Gerald (1960) "Cultural variability and drift in the Himalayan Hills." In *American Anthropologist* Vol. 62, No. 5, pp. 774-794

Furer-Haimendorf, "Caste in the Multi-ethnic Society of Nepal"

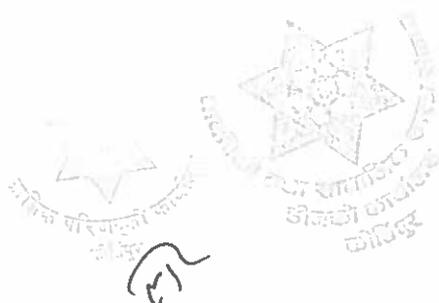
March, Kathryn S. (1983) "Weaving, Writing and Gender", In *Man* Vol. 18(4): 729-744.

Oppitz, Michael. (2007) *Of Bone and Flesh*, In *The Pandita and the Siddha Tibetan Studies in Honour of E. Gene Smith*, Ed. Ramon N. Prats, Dharmashala: Amnye Machen Institute Pp. 179-190

Unit III: State Formation, Restructure, and National Integration

(6 hrs)

- Territory
- Land distribution
- Political Regimes
- Nationalism, integration and Restructuring of the State



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Required Readings

- Burghart, R. (1984). The Formation of the concept of the nation-state in Nepal. *Journal of Asian Studies*, 4, 101-25.
- Regmi, MC. (1977). *Landownership in Nepal. chapter 1. The Kingdom of Nepal and chapter 2. The State and the land* (page 1-45). Adroit Publishers.
- Chhetri, R.B. (2012). Some thoughts on the basis of Federalization in Nepal: Ethnicity, Natural Resources, or.... In C Mishra and O Gurung (eds). *Ethnicity and Federalism in Nepal* (page 210-223). CDSA, TU.
- Sharma, P.R. (1986). Ethnicity and National Integration in Nepal: A Statement of the Problem. *Contribution to Nepalese Studies* 13:129-135
- Dhakal, S. (2014). Democracy, democracies and democracy discourses in Nepal: An Anthropologist's Engagement. *Dhaulagiri Journal of Sociology and Anthropology* Vol. 7, 133-156

Recommended Reading

- Sato, S. (2023). Women in 'New Nepal' Through the lens of Classed, Ethnic, and Gendered Peripheries. Routledge (chapter 6. Women's Place in Nepal's Democratization pages 127-148).
- Sneiderman, S. (2020). The Affective Potentialities and Politics of Ethnicity, Inc. in Restructuring Nepal: Social Science, Sovereignty, and Signification. In Jean Comaroff, et al. eds. *Ethnicity, Commodity, In/Corporation*. Indiana: Indiana University Press. Pp. 195-223
- Rohan, E. (2016). Debating federalism in Sri Lanka and Nepal. In Mark Tushnet and Madhav Koshla (eds). *Unstable constitutionalism: Law and politics in South Asia* (291 -319). Cambridge University Press.
- Pfaff-Czarnecka, J. (1997). Vestiges and visions: Cultural change in the process of Nation-building in Nepal. In *Nationalism and Ethnicity in a Hindu kingdom: The politics of culture in contemporary Nepal*. D. N. Gellner, J. Pfaff-Czarnecka, and J. Whelpton (eds). Harwood. Pp. 420-470.
- Gurung, H.B. (1997). State and society in Nepal". In *Nationalism and ethnicity in a Hindu kingdom : The politics of culture in contemporary Nepal*. Edited by D. N. Gellner, J. Pfaff-Czarnecka, and J. Whelpton. Amsterdam, The Netherlands: Harwood.
- .English, R. (1985). "Himalayan State Formation and the Impact of British Rule in the Nineteenth Century." *Mountain Research and Development*.
- Vol. 5, No. 1, Convergences and Differences in Mountain Economies and Societies: A Comparison of the Andes and Himalaya (Feb., 1985), pp. 61-78 (18 pages)

Published By: International Mountain Society

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Unit IV: Religion, Ritual, and Gender

(6 hrs)

- Ritual and religious diversity
- Religion and gender
- Conversion
- secularism

Required Readings

Bennett, L. (1983). *Dangerous wives and sacred sisters*. (chapter 2 and 3), Columbia University Press.

Holmberg, D. H. (2015) [1989]. *Order in paradox: Myth, ritual, and exchange among Nepal's Tamang*. Motilal Banarsidass Publishers. Reprint edition. (Chapter 7).

Ghimire, H. L. (2018). A Study of Living Goddess Kumārī: The Source of Cultural Tourism in Nepal. *The Gaze Journal of Tourism and Hospitality* (Vol. 9) page 23-42.

Dahal, B. (2024). Ethnography on dialectics of traditional and modernized eyes.: Discourses on Chhaupadi in Karnali Region of Nepal. *International Journal of Anthropology*, Vol. 39 - n. 1-2 (47-68).

Upadhyay, P. (2020). Restructuring Spiritualism in New Life: Conversion to Christianity in Pokhara, Nepal. *JJIS*, pages 135-147.

Recommended Reading

Gellner, D. & Letizia, C. (2016). Introduction: Religion and Identity in Post-Panchayat Nepal. In D N Gellner, S L. Hausner & C Letizia (eds) *Religion, Secularism, and Ethnicity in Contemporary Nepal* (1-32). Oxford University Press

Pfaff-Czamecka, J. (1990). Durga Puja Festival or Displaying Political Supremacy on Ritual Occasions. *International Seminar on the Anthropology of Tibet and the Himalay*, Zurich, Pp. 270-286. Ethnological Museum of the University of Zurich.

Gellner, D. (2005). The Emergence of Conversion in a Hindu-Buddhist Polytypy: The Kathmandu Valley, Nepal, c. 1600-1995', *Comparative Studies in Society and History* 47 (4), 2005, pp. 755-80.

Hitchcock, John T and Rex L Jones (eds) [1974] 1994. *Spirit Possession in the Nepal Himalayas*. Delhi: Vikas Publishing House

Maskarinec G. (1995). *The rulings of the night: An ethnography of Nepalese shaman oral texts*. Madison: The University of Wisconsin Press.

Ortner, Sherry B (1978). *Sherpas through their rituals*. Cambridge University Press, 10-32; 33-60.

Unit V: Modernity and Development

(6 hrs)

- Ideas of Development in Nepal
- Resource management



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- Poverty
- Civil Society Governance

Required Readings

Bista, D. (1991) *Fatalism and Development: Nepal's Struggle for Modernization*. Calcutta: Orient Longman. Chapter 4 and 5.

Uprety, L.P. (2010). Self-organization and self-governance in the regime of common-pool resource: An institutionalist study of community-managed irrigation systems in D.R. Dahal and L.P. Uprety (Eds.) *SASON journal of sociology and anthropology*. Kathmandu: Sociological and Anthropological Society of Nepal (SASON). Pp. 206-249.

Dhakal, S. (2015). Getting into and out of poverty: An exploration of poverty dynamics in eastern Tarai, Nepal. *Studies in Nepali History and Society* 20(1): 137–167

Shah, S. (2008) *Civil Society in Uncivil Places: Soft state and regime change in Nepal*. *Policy Studies*, 48. East-West Center.

Recommended Reading

Rai, J.K. (2020). Indigenous Peoples in Nepal's Forestry Sector Public Discourses. *Tribhuvan University Journal*, 35(1), 121–138. Pigg, S.L. (1992) 'Inventing Social Categories Through Place: Social Representations and Development in Nepal.' *Comparative Studies in Society and History* 34: 3 491-513.

Tatsuro, F. (2001). "Discourses of Awareness: Notes for a Criticism of Development in Nepal" In *Studies in Nepali History and Society* 6(2), 2001. PP. 271-313.

Ben, C. (2005). "Nature's Discontent in Nepal". In *Conservation and Society* 3:2, PP. 323-353.

Lauren, L. (2007) 'Failed development' and rural revolution in Nepal" In *Anthropological Quarterly* 80:1, 2007. PP. 127-172

Mark L. (2005). Building the road to Kathmandu" In *Himalaya* XXV (1-2), 2005. PP. 19-28.

Unit VI: Resistance, Revolutions and Peace Process

(6 hrs)

- Political movement and revolution
- Peace Process.
- Community resistance



Required Readings

Tamang M.S. (2006), Culture, Caste and Ethnicity in the Maoist Movement *Studies in Nepali History and Society*, Volume 11, Number 2. Page 271-301

Shah, Saubhagya (2008). "Revolution and Reaction in the Himalayas" In *American Ethnologist* 35:3, PP. 481-499.

Bhattra, H. () Maoist insurgency and political settlement in Nepal: A case of innovative and indigenous approach of peace making. In KM de Silva (ed). Violent conflict, terrorism and Nation building (page 65-92) . ICES

Giri, M. (2013). (Dimensions of Resistance of the Musahar community) मुसहर समुदायको प्रतिरोधका आयामा मधेश अध्ययन अंक २, Page 217-240

Recommended Reading

Sijapati, B. (2013). In pursuit of recognition: regionalism, Madhesi dentity and the Madesh Adnolan. In Nationalism and Ethnic Conflict in Nepal: Identities and Mobilization after 1990. Eds. Mahendra Lawoti and Susan Hangen. *London; New York: Routledge. Pp. 145-172.*

de Sales, A. (2000). The Kham Magar Country, Nepal: Between Ethnic Claims and Maoism. *European Bulletin of Himalayan Research* 19:41-71. Gellner D. (ed) Resistance and the State: Nepalese Experiences. (Chapters in Section 2: The state and ethnic activism)

Gurung, H. (2003a). "Janajati and Dalit: The Subjugated in Governance." In: Mukti Rijal, ed., *Readings on Government and Development vol II.* (Kathmandu: Institute of Governance and Development): 1-13

Mishra, C. (2004). "Locating the "causes" of the Maoist struggle." *Studies in Nepali History and Society* 9(1): 3-56.

Unit VII: Peasantry, Migration, and Globalization

(6 hrs)

- Agrarian culture
- Migration
- Globalization

Required Readings

Dahal, K. B. (2018). Discourses on the transformation of peasantry: Looking through the life histories from Dullav ares. In L.P. Uprety, S Dhakal and J Basnet (eds). *Peasant Studies in Nepal* (Pp. 217-242). Vajra Books INC.

Rai, J. (2018). The landlord state, Adivasi people, and the Escape Agriculture in the eastern Tarai of Nepal: A historical analysis of the transformation of Dhimals into a farming community. In LP Uprety, S Dhakal and J Basnet (eds). *Peasant Studies in Nepal* (page 101-130). Vajra Books INC.

Poudel, J.M. (2020). The rhythms of life in Himalaya: Seasonality and sociality among the Gurung Gurung people of Nhason Valley. *International Journal of Anthropology and Ethnology*, VOL.5 (1)

Pfaff-Czarnecka, J. (2022). Kinship and friendship in migratory practices: The case of Nepali-night-watchmen in Bangalore. In *Belonging in Motion: Contested social boundaries in South Asia* (chapter 7, 190-208). Himal Books.

Caplan, L. (1991). 'Bravest of the Brave': Representation of 'the Gurkha' in British Military Writings. *Modern Asia Studies* 25(3):571-597.

1. Fisher, J. (2011). *Globalization in Nepal: Theory and Practice. The Mahesh Chandra Regmi Lecture 2011. (Available at: http://www.soscbaha.org/images/DOWNLOADS/mc_2011/mc_2011.pdf*

Recommended Reading

Giri, M. (2018). Changing labour regimes of the Musahar peasants: A study from the Tarai of Nepal. In LP Uprety, S Dhakal and J Basnet (eds). *Peasant Studies in Nepal* (Pp. 101-130). Vajra Books INC.

Uprety, L. P. (2021). *Peasantry under Capitalism in contemporary Nepal: Macro and Micro Narratives*. Chapter 5. (Penetration of capitalism and concomitant transformations in peasant society, economy and culture.

Aase, T. H. and P. S. Chapagain (2005). "Nepali Agriculture in Crisis?" *Studies in Nepali History and Society* 10(1): 39-56.

2. Liechty, M. (2005) *Suitably Modern: Middle class culture in Kathmandu. (chapter 8 and 9, page 209-246). Martin Chautari*

Tristan Bruslé, (2012) "What Kind of Place is this?" Daily Life, Privacy and the Inmate Metaphor in a Nepalese Workers' Labour Camp (Qatar), *South Asia Multidisciplinary Academic Journal* [Online], 6 | 2012, Online since 28 December 2012, connection on 12 July 2013. URL : <http://samaj.revues.org/3446> pp.1-25

Unit VIII : Review and Reflections

(3 hrs)

Reflection of the course

Class test Term paper presentation



AN 551: Archaeological Anthropology
Master of Arts in Anthropology
Second Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

Archaeological Anthropology is one of the four subfields of anthropology, focusing on prehistoric cultures through the study of surviving materials and artifacts. This subfield emphasizes the origins, development, and decline of past societies, seeking to understand human actions and their meanings in historical contexts. Archaeological anthropologists not only trace human behavior and its interpretations but also explore the natural environments in which these actions took place. The objective of this course is to help students comprehend the evolution of human societies and cultures, along with their complexities. By the end of the course, students will have gained a deep understanding of prehistoric societies, cultural dynamics, and the methods used to study cultural transformations over time.

Unit I: Introduction: The Framework of Archaeology

(9 hrs)

- A. The Nature and Aims of Archaeology
- B. Archaeology and Prehistory
- C. The Variety of Evidences
- D. Survey and Excavation of Sites and Features

Required Readings

- Fagan, B.M., & Durrani, N. (2016). *Archaeology: A brief introduction*. London: Routledge. Chapter 2: Introducing Archaeology and Prehistory (pp. 29-55)
- Renfrew, C. & Bahn, P. (2016): *Archaeology: Theories, Methods, and Practice*. London: Thames & Hudson. Introduction and Chapters 1- 3, (pp. 12-130).
- Dhakal, Suresh. 2024. *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. Chapters 1-2 (pp. 15-51).

Unit II. Dating Methods and Chronology

(6 hrs)

- A. Relative Dating
- B. Absolute Dating

Required Readings

Renfrew and Bann. (2016): *Archaeology: Theories, Methods, and Practice*. Chapters 4 (pp. 12-130).

Fagan, B.M., & Durrani, N. (2021). *Archaeology: A brief introduction*. London: Routledge. Chapter 5: Space and Time (pp. 102-125)

Dhakal, S. (2024). *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. Chapter 3 (pp. 52-69).

Unit III: Explaining the Past

(6 hrs)

Constructing Culture History, Explaining Cultural Change

Required Readings

Fagan, B.M., & Durrani, N. (2021). *Archaeology: A brief introduction*. London: Routledge. Chapter 7: Explaining the Past (pp. 208-238)

Unit III: Evolution of Culture and Social Complexities

(6 hrs)

Technology of the Ancients

A. Subsistence: Making a Living

Required Readings

Fagan, B.M., & Durrani, N. (2016). *Archaeology: A brief introduction*. London: Routledge. Chapter 4: How Did People Live? (pp 105-147).

Dhakal, S. (2024). *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. Chapters 11 & 14 (pp.150-162 & 194-205).

Unit IV: Issues in Archaeological Anthropology

(6 hrs)

A. Engendering the Past: The Search for Prehistoric Women and Consideration for an Archaeology of Gender

B. Who Owns, Who Uses, and Who Interprets the Past?, and Archaeology and Public concerns

Required Readings:

Fagan, B.M., & Durrani, N. (2016). *Archaeology: A brief introduction*. London: Routledge. Chapter 9: The Present and the Past. (pp 214-237).

Ehrenberg, M. (1992). *Women in prehistory*. British Museum Publications. Chapter 1: The Search for Prehistoric Women (10-37).

Dhakal, S. (2024). *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. Chapters 11 & 14 (pp.150-162 & 194-205).

Renfrew and Bann. (2016): *Archaeology: Theories, Methods, and Practice*. Chapters 15 (pp. 565-584).

Unit V: Prehistory of South Asia and Nepal and Himalayas

(6 hrs)

Required Readings:

Darnal, P. (2016). Archaeology of Nepal. In G. R. Schug & S. R. Walimbe (Eds.) *A companion to South Asia in the past* (PP. 412-425). Wiley Blackwell.

Schug, G.R. & Walimbe, R.S. (Eds.) Introduction (pp. 1-10). *A companion to South Asia in the past*. Wiley Blackwell.

Kori, S. (2016). Out of Africa and into South Asia: The Evidence from Paleolithic Archaeology. In Schug, G.R. & Walimbe, R.S. (Eds.) *A companion to South Asia in the past*. Wiley Blackwell. Chapter 5 (pp. 60-71)

Dhakal, Suresh. 2024. *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. Chapter 12 (pp. 166-180).

Unit VI: Future of the Past: Prehistory in Prospective

(3 hrs)

Required Readings:

Fagan, B. M., & Durrani, N. (2021). *Archaeology: A brief introduction*. London: Routledge. Chapter 15: So You Want to Become an Archeologist? (pp 357-367). Twelfth Edition.

Dhakal, Suresh. 2024. *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. Chapter 14 (pp. 194-205).

VII: Review and discussion of some pertinent readings

(3 hrs)

Reference Book:

1. Fagan, B. M., & Durrani, N. (2021). *Archaeology: A brief introduction*. London: Routledge (Selected Chapters Only)
2. Dhakal, S. (2024). *Ithisas Aghiko Ithihas: Sanskritik Udbikasko Manavshastriya Britant (History Before History: Anthropological Description of Cultural Evolution)*. Kathmandu: Indigo Ink. (Selected Chapters Only)
3. Darnal, Prakash. 2016. Archaeology of Nepal. In G. R. Schug & S. R. Walimbe (Eds.) *A companion to South Asia in the past* (PP. 412-425). Wiley Blackwell.
4. Schug, G.R. & Walimbe, R.S. (Eds.) Introduction (pp. 1-10). *A companion to South Asia in the past*. Wiley Blackwell (Selected Chapters Only).



28.



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AN 552: Linguistic Anthropology
Master of Arts in Anthropology
Second Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objective:

The course is designed as an introductory course in Linguistic Anthropology, focusing on the foundational relationship between language and culture by examining *anthropological approaches* to the study of language and communication. Students will learn how language *reflects* and *creates* thought, culture, and power relations. Students will also learn how to apply the concepts we study to their own everyday experiences with language. The course will also engage students with ethnographic and empirical works of linguistic anthropology in Nepal. The course will train students to understand the importance of language and communication in their ethnographic research by imparting some basic theoretical-analytical and methodological knowledge and skills in linguistic anthropology.

This course will be taught in a seminar mode that involves discussions, presentations, class activities, mini-research, and other interactive modes. Students will be required to attend the class with the preparation of precis by reading the prescribed texts and participating actively in the group discussion. Readings will be suggested and made available by the course professor in advance.

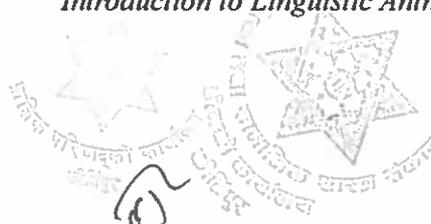
Unit I: Structure of Language; Multifunctionality of Language and Saussure's sign
(3 hrs)

Reading.

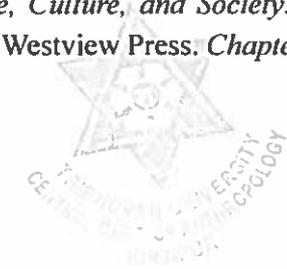
1. A Laura (2021/2017). *Living Language: An Introduction to Linguistic Anthropology (2nd edition)*. Willey Blackwell. P: 9-17; 22-24 (Multifunctionality)
 - Phonology, Morphology, Syntax, Semantics, and Pragmatics
 - Chomsky's "Competence" and "Performance".
 - Jakobson's model of the multifunctionality of language.
2. Daniel Chandler. *Semiotics for Beginner*. Read Saussure's Theory of Sign
<https://www.cs.princeton.edu/~chazelle/courses/BIB/semio2.htm>

Recommended:

Salzmann, z., Stanlaw, J., and Adachi, N. (2012). *Language, Culture, and Society: An Introduction to Linguistic Anthropology (5th edition)*. Westview Press. Chapter 3:



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Language is a sound: Phonology, pp: 31-52; *Chapter 4: Structures of words and sentences*, pp: 53-72. This is a long reading, but it is instrumental.

Unit II: Basic Understanding of Semiotics (Peirce's Semiotics)

(3 hrs)

Readings:

1. Daniel Chandler. *Semiotics for Beginner*
<https://www.cs.princeton.edu/~chazelle/courses/BIB/semio2.htm>
2. Laura Ahearn (2021/2017), pp: 29-33.
3. Sharma, B. K. (2019). The scarf, language, and other semiotic assemblages in the formation of a new Chinatown. *Applied Linguistics Review* [Ethnographic Illustration, Nepal]

Unit III: Linguistic Anthropology: Its approach to language, scope, and history

(6 hrs)

Readings

What is Linguistic Anthropology? and Its approach to Language

1. Laura Ahearn (2021/2017). *Socially Charged Life of a Language*, p: 3-8; *Examples of Diversity in Research Topics in Linguistic Anthropology*, pp. 17-34.
2. Das, Sonia. 2022. *What is Linguistic Anthropology? (definition, Approach, and Scope)*. <https://www.sapiens.org/language/what-is-linguistic-anthropology/>
3. Duranti, A. (1997). *Linguistic Anthropology*. Cambridge: Cambridge University Press, pp: 1-22

History, Ideas, and Issues:

4. Duranti, A. (2009). *Linguistic Anthropology: History, Ideas, and Issues*. In Duranti, A. (Ed.) *Linguistic Anthropology: A Reader, Read from page 8-33*. Skim the historical development and the changing issues in Linguistic Anthropology.
5. Weinberg, M. (2021). *Labor migration and English-medium schooling in Nepal*. In *Language, Education, and Identity* (pp. 138-158). Routledge India. (example of the scope and emerging trends in linguistic anthropology in Nepal)

Unit III: Linguistic Diversity, and Language Shifts in Nepal

(3 hrs)

1. The NPHC 2021 (census) report on language diversity in Nepal.
2. Gautam, B. L. (2021). *Language Contact in Nepal*, pp: 1-24, Palgrave Macmillan
3. Toba, S., Toba, I., & Rai, N. K. (2010). *Diversity and endangerment of languages in Nepal* (No. id: 2520)



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4. Central Department of Anthropology, TU (2018). State of Social Social Inclusion in Nepal: Caste, Ethnicity, and Gender: Evidence from Nepal Inclusion Survey, 2018, pp:116-123 [Linguistic diversity and discrimination].

Unit IV: Language Acquisition and Socialization

(3 hrs)

Readings:

1. Ahearn, L (2021/2017). Chapter 4, pp: 72-89
2. Paugh, A. L. (2005). Learning about work at dinnertime: Language socialization in dual-earner American families. *Discourse & Society*, 16(1), 55-78.
3. Hildebrandt, K. A and S. Krim, J. A. (2018). Minority language education in Nepal: the view from a Himalayan village. *Language Problems and Language Planning* 42(1) pp. 16-44

Recommended:

1. Paugh, A. L. (2016). Chapter 9: Language Socialization In Bonvillain, N (Ed.). *The Routledge Handbook of Linguistic Anthropology*, pp. 125-139

Unit V: Language, Culture, and Thought

(3 hrs)

[also understand what the Sapir-Whorf hypothesis is]

Readings:

1. Ahearn, L (2021/2017). Chapter 5, pp: 90-120
2. Basso, K. H. (1992). "Staking With Stories" In *Western Apache language and culture: Essays in linguistic anthropology*. University of Arizona Press. pp:37-70
3. Boroditsky, L. How language shapes the way we think. TED Talk, May 2, 2018. <https://www.youtube.com/watch?v=RKK7wGAYP6k>

Unit VI: Language Performance and Performativity

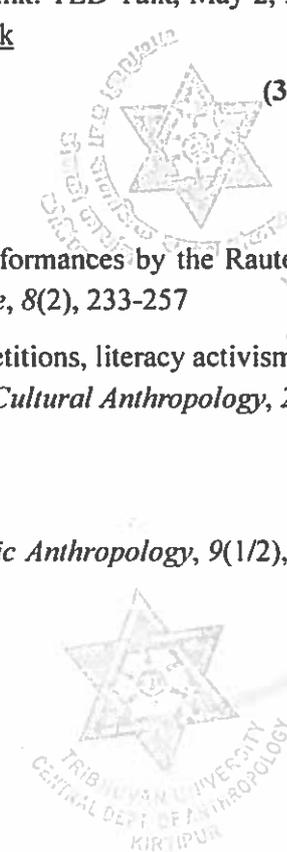
(3 hrs)

Readings

1. Laura, A. (2021/2017). Chapter 9, pp: 186-10.
2. Fortier, J. (2002). The arts of deception: verbal performances by the Raute Oof Nepal. *Journal of the Royal Anthropological Institute*, 8(2), 233-257
3. Cody, F. (2009). Inscribing subjects to citizenship: petitions, literacy activism, and the performativity of signature in rural Tamil India. *Cultural Anthropology*, 24(3), 347-380

Recommended.

1. Hall, K. (1999). Performativity. *Journal of Linguistic Anthropology*, 9(1/2), 184-187.



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Unit VII: Language Ideologies**(3 hrs)****Readings:**

1. Laura, A. (2021/2017). Language Ideologies, pp: 24-26.
2. Kroskirty, P. V. Language Ideologies: Emergence, Elaboration, and Application In Bonvillain, N (Ed.). *The Routledge Handbook of Linguistic Anthropology*, pp: 93-108.
3. Irvine, J.T., Gal, S. (2009). Language ideology and linguistic differentiation. *Linguistic anthropology: A reader, 1*, 402-434. (Only understand the concepts of fractal recursivity, iconization, and erasure as the processes of language ideology)
4. Sharma, B. K (2014). "Some people should stop speaking English": Transnational Nepalese and language ideologies in YouTube discourse. *Discourse, Context and Media*, pp.1-10.

Unit VIII. Language Shifts and Revitalization.**(3 hrs)****Readings**

1. A Laura (2021/2017). Chapter 12, pp: 260-280.
2. Aidan Pine and Mark Turin. (2017) Language Revitalization. *Oxford Research Encyclopedia of Linguistics*, Oxford University Press, 2017
3. Gautam, B. L. (2021). *Language Contact in Nepal*. Palgrave Macmillan. Skim the language shifts in different linguistic groups of Nepal.

Unit IX: Language, Power, and Social Differentiation (Gender, Race, and Ethnicity).**(3 hrs)****Readings**

1. A Laura (2021/2017). Chapters 10 and 11, pp: 211-260.
2. Thapa, C. B., & Adamson, B. (2018). Ethnicity, language-in-education policy, and linguistic discrimination: Perspectives of Nepali students in Hong Kong. *Journal of Multilingual and Multicultural Development*, 39(4), 329-340
3. Hill, H. J (2008). *The Everyday Language of White Racism*, Chapter 7: Everyday Language, White Racist Culture, Respect, and Civility, pp: 175-182

Unit X: Language, Power, and Social Differentiation(Caste, and Masculinity) (3 hrs)**Readings**

1. Hall, K. (2009). Boys' talk: Hindi, mustaches, and masculinity in New Delhi. In *Gender and spoken interaction* (pp. 139-162). Palgrave Macmillan, London.
2. Guru, G. (2019). Dalit women talk differently 1. In *Dalit Feminist Theory* (pp. 150-153). Routledge India.
3. Pariyar, S (APRIL 30, 2018) Untouchable stories of touchable vaginas. *The Record*. <https://www.recordnepal.com/untouchable-stories-of-touchable-vaginas>
4. A Laura (2021/2017). Chapter 13, pp: 281-312 (Language, power, and agency).

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Unit XI. Nation, and politics of language

(3 hrs)

Readings:

1. Davis, C. P. (2023) Language Policy and Ethnic Conflict. In A. Duranti, R. George, and R. C. Riner (Eds). *A New Companion to Linguistic Anthropology*, pp. 477-493
2. Hoffmann-Dilloway, E. (2010). Many names for mother: the ethno-linguistic politics of deafness in Nepal. *South Asia: Journal of South Asian Studies*, 33(3), 421-441.
3. Pradhan, U. (2019). Simultaneous identities: ethnicity and nationalism in mother tongue education in Nepal. *Nations and Nationalism*, 25(2), 718-738.

Recommended:

Onta, P. (1996). Creating a brave Nepali nation in British India: the rhetoric of jati improvement, rediscovery of Bhanubhakta and the writing of Bir history. *Studies in Nepali History and Society*, 1(1), 37-76

Unit XII: Online Communities and Internet Linguistic Practices

(3 hrs)

Readings:

1. Ahearn, L (2021/2017). Chapter 8, pp:170-179.
2. Phyak, P. (2015). (En) Countering language ideologies: language policing in the ideospace of Facebook. *Language policy*, 14(4), 377-395.
3. Georgalou, M. (2017). Chapter 3. An Online Ethnography of Facebook Discourse In *Discourse and Identity on Facebook*, pp.23-42. Bloomsbury

Unit XIII: Research Methods in Linguistic Anthropology (with a mini research practicum)

(6 hrs)

Students in a group will undertake mini research such as a short interview, an observation, or photo taking of signboards or any other spaces such as Facebook, X, and TikTok – and produce a set of linguistic data (primary data)

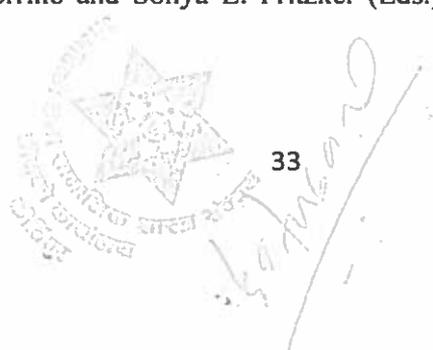
- They will analyze the data and write a short report using theories and concepts they have learned in this course.
- Students should be able to experience and understand the similarities and differences in research methods between linguistic and cultural anthropology.

Reading and Sources:

1. Laura Ahearn (2021/2017). : *An Introduction to Linguistic Anthropology (3rd edition)*
2. Sabina M. Perrino and Sonya E. Pritzker (Eds.) (2022). *Methods in Linguistic Anthropology*.

Text Books

1. Laura Ahearn (2021/2017). : *An Introduction to Linguistic Anthropology (3rd edition)*
Sabina M. Perrino and Sonya E. Pritzker (Eds.) (2022). *Methods in Linguistic Anthropology*



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AN 553: Contemporary Theories in Anthropology
Master of Arts in Anthropology
Second Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

This course builds on the classical anthropological theory offered in the first semester and focuses on the theoretical approaches to anthropology that emerged after the 1960s. The course will accomplish this by (a) critically analyzing selected works (i.e., original writings) of the major theorists whose works continue to influence the subject, and (b) orienting students on important shifts, debates, and transformations in in theoretical and methodological practices in anthropology (including in Nepal).

After completing this course, students will be able to: a) critically evaluate a selection of works by influential theorists; b) familiarize themselves with significant topics, shifts, debates, and transformations; and c) apply the knowledge and skills they have learned in the course to the development of their dissertation research projects.

Unit I: Course Orientation and Understanding the Contexts (3 hrs)

Required Readings:

Ortner, S.B. (1984). Theory in Anthropology since the Sixties. *Comparative studies in society and history*, 26(1), 126-166.

Unit II: Crisis and Critical Turns in Anthropology (1970s) (3 hrs)

Required Readings

Talad, A. (1975/1973). "Introduction" In Talad Asad (Ed.) *Anthropology and Colonial Encounter*, Pp. 9-20.

Deloria, V., Jr. (1988 [1968]). Anthropologists and other friends, *In Custer died of your sins: An Indian Manifesto*, Pp. 78-100

Slocum, Sally (1975). Woman the gatherer: Male bias in Anthropology *In Mcgee and Warm (eds). Anthropological Theory: An Introduction to History (2004)*, Pp. 476-485.

Unit III: Practice Theory of Pierre Bourdieu (6 hrs)

Understanding Bourdieu's Theoretical Approaches and Key Concepts

Required Readings:

Bourdieu, Pierre (1990). 'Structure, *habitus*, practice'; 'belief and body', and *In The Logic of Practice*, Pp. 52-80. Cambridge Polity Press.



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Grenfell, Michael (ed) (2008). *Pierre Bourdieu: Key Concepts*. Acumen. Read the chapters on these concepts: *Habitus, Field, Capital, Social Class, and Doxa* from this edited volume.

Free, A. (1996). The Anthropology of Pierre Bourdieu: A reconsideration. *Critique of Anthropology*, 16(4), 395-416. <https://doi.org/10.1177/0308275X9601600405>

Ortner, S.B. (1984). Theory in Anthropology since the Sixties. *Comparative studies in society and history*, 26(1), Read pp: 144-157

Recommended:

Wacquant, Loïc (2008). Pierre Bourdieu. In Rob Stone (ed.) *Key Sociological Thinkers*, second edition, Pp. 261-277. New York: Palgrave Macmillan Ltd. (This is a good introductory article by a former student of Bourdieu) Bourdieu's Theory of Symbolic Capital and Distinction, with ethnographic examples

Required Readings:

Wacquant, L. (2013). Symbolic power and group-making: On Pierre Bourdieu's reframing of class. *Journal of Classical Sociology*, 13(2), 274-291.

Bourdieu, P. (2023). *Distinction*. In *Social Theory Re-Wired* (pp. 177-192). Routledge.

Lietchy, Mark. "Doing Fashion" in Kathmandu: Class and the Consumer Public. In *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*, p: 117-148.

Recommended Readings:

Costa, C., Murphy, M. (2015). Bourdieu and the Application of Habitus across the Social Sciences. In: Costa, C., Murphy, M. (eds) *Bourdieu, Habitus and Social Research*. Palgrave Macmillan, London. https://doi.org/10.1057/9781137496928_1

Unit IV: Michel Foucault and Power/Discourse (6 hrs)

- o Foucault: Key Ideas and Methods

Required Readings:

Smart, Barry. (2002/1985). Michel Foucault, Revised Edition. Routledge. Pp. 1-64.

O'Farrell, Clare. (2005). *Michel Foucault, Foucault's Life and Death*, pp.19-32; 61-73 (History); Discontinuity and Discourse, pp. 74-82;

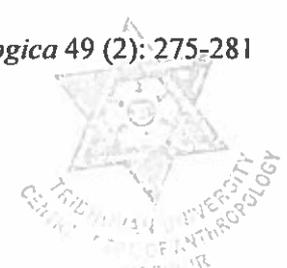
Foucault's Theory of Power, Biopolitics, Discipline, and Government

Required Readings

Foucault, Michel. (1978). Method. In *History of Sexuality Vol. 1*, pp: 92- 102.

Smart, Barry. (2002/1985). Michel Foucault, Revised Edition. Routledge. Chapter 3, Pp. 64-117.

Li, Tania Murray. (2007). "Governmentality." *Anthropologica* 49 (2): 275-281



Bartholomew

Masaki, K. (2004). The “transformative” unfolding of tyrannical participation: The corvee tradition and ongoing local politics in Western Nepal. *Participation: From tyranny to transformation*, 125-139.

Recommended Readings:

Foucault, Michel (1976) “The Incitement to Discourse.” In *Anthropological Theory: An Introductory History*, edited by McGee, R. Jon and Richard L. Warms, 2017. Boston: McGraw-Hill, pp. 513–531

Rabinow, Paul and Nikolas Rose (2006) “Biopower Today.” *BioSocieties*, 1: 195–217

Unit V: Hegemony, Resistance, and Agency

(6 hrs)

Required Readings

Hegemony

Crehan, Kate. Gramsci, Culture and Anthropology. London: Pluto Press. Pp. 1-8, Chapter 5: Subaltern Culture, p. 98-110 *Resistance and Critique of Gramsci's Hegemony*

Scott, James (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*. Pp.1-47; (Recommended Pp. 314-350). New Haven: Yale University Press.

Critique of Resistance, Agency

Abu-Lughod, Lila (1990). The Romance of Resistance: Tracing Transformations of Power through Bedouin Women. *American Ethnologist* 17(1): 41-55.

Ahearn, L. M. (1999). Agency. *Journal of Linguistic Anthropology*, 9(1/2), 12-15.

Ortner, S. B. (2006). *Anthropology and social theory: Culture, power, and the acting subject*. Duke University Press. Chapter 7: Power and Projects- reflections on agency, pp: 129-153.

Recommended Reading

William, Raymond. Hegemony. *In Marxism and Literature*, Pp.108-114.

Unit VI: Post-coloniality and Subaltern Studies

(3 hrs)

Required Readings:

Bayly, Susan. (2016/2023). “Colonialism / postcolonialism”. In Felix Stein (Ed.) *The Open Encyclopedia of Anthropology*.

Online: <http://doi.org/10.29164/16colonialism>

Said, Edward. Orientalism Reconsidered. 1985 *Cultural Critique* (1): 89-107.

Prakash, G. (1994). Subaltern studies as postcolonial criticism. *The American historical review*, 99(5), 1475-1490

Recommended Readings:

Dirk, Nicholas. 2003. Edward Said and Anthropology. *Journal of Palestine Studies* XXXIII (3) p: 38–54.

Unit VII: Postmodern Turn

(3 hrs)

Required Readings:

Christopher Butler. *Postmodernism: A Very Short Introduction*, Chapter 1: The Rise of Postmodernism, pp: 1-43.

James Clifford (1986) "Introduction: Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, James Clifford and George E. Marcus. Berkeley: University of California Press, pp. 1–26.

Clifford, J. (2020). On ethnographic allegory. In *The New Social Theory Reader* (pp. 60-71). Routledge.

Recommended Reading:

Mascia-Lees, F.E., P. Sharpe, and C.B. Cohen. (1989). The postmodernist turn in anthropology: Cautions from a feminist perspective. *Signs*:7-33

Unit VII: Indigenism

(3 hrs)

Required Readings:

Niezen, Ronald (2003). A New Global Phenomenon? In *The Origins of Indigenism*, Pp.1-28. Berkeley: University of California

Smith, L.T. (2008/1999). Imperialism, History, Writing, and Theory In *Decolonizing methodologies: Research and indigenous peoples*, pp. 1-41. Bloomsbury Publishing

Turner, Terence. (1991) 1999 Activism, activity theory, and the new cultural politics. In S. Chaiklin, M. H, and U.J. J, (Eds) *Activity theory and social practice*. pp.114-35. Aarhus University Press.

Unit VIII: Decolonizing Anthropology

(3 hrs)

Required Readings:

Harrison, F.V. (2011). "Preface" and "Anthropology as an agent of transformation: introductory comments and queries" In F.V. Harrison (Ed) *Decolonizing anthropology: Moving further toward an anthropology for liberation*. American Anthropological Association, pp: VI -X; 1-15

Mignolo, Walter D. 2018. What Does It Mean to Decolonize? In W. D. Mignolo and C.E. Walsh (Eds.) *On Decoloniality: Concepts, Analytics, Praxis*, pp. 105–134. Duke University Press.

Wa Thiong'o, N. (1998). Decolonizing the mind. *Diogenes*, 46(184), 101-104.



Spencer

Recommended Reading:

Simaan, J. (2017). Olive growing in Palestine: A decolonial ethnographic study of collective daily-forms-of-resistance. *Journal of Occupational Science*, 24(4), 510-523.

Unit IX: Ontological Turn, Animism, and Perspectivism

(6 hrs)

Required Readings:

Ontological turn

Holbraad, M., & Pedersen, M.A. (2017). *The ontological turn: an anthropological exposition*, Introduction, pp.1-24; Conclusion, pp. 293-297 Cambridge University Press.

Paudel, J. M. (2024). (2023). Rain as a singular object with multiple ontologies among the Gurung in the Nāshon Valley. *Himalaya* 43(2):tbs

Soumhya Venkatesan, 2010 "Ontology is Just Another Word for Culture," *Critique of Anthropology* 30(2): 152–200

Recommended Reading:

Heywood, Paolo. (2017) 2023. "Ontological turn, the". In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. Facsimile of the first edition in *The Cambridge Encyclopedia of Anthropology*. Online: <http://doi.org/10.29164/17ontology>

Perspectivism

Required Readings:

Swancutt, Katherine. (2019/2023). "Animism". In *The Open Encyclopedia of Anthropology*, edited by Felix Stein. Facsimile of the first edition in *The Cambridge Encyclopedia of Anthropology*.

Online: <http://doi.org/10.29164/19anim>

Holbraad, M., & Pedersen, M. A. (2017). *The ontological turn: an anthropological exposition*, pp.1-24. Cambridge University Press.

Unit X: Anthropology of the Contemporary

(3 hrs)

Shakya, M. (2020). The politics of border and nation in Nepal in the time of pandemic. *Dialectical Anthropology*, 44(3), 223-231.

Dennis, D. (2023). 'Alexa, was Buddha Born in Nepal?': microcelebrity, citizenship, and digital diaspora on YouTube. *South Asian History and Culture*, 14(1), 44-56

Shah, A. (2021). For an anthropological theory of praxis: dystopic utopia in Indian Maoism and the rise of the Hindu Right. *Social Anthropology/Anthropologie Sociale*, 29(1), 68-86.

Unit XI: Review and Class Exam

(3 hrs)



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AN 554: Advanced Data Collection and Analysis Techniques
Master of Arts in Anthropology
Second Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

The general objective of this course is to include a deeper understanding of the qualitative and quantitative methods among the students of M. A. third semester in anthropology. More specifically, it helps them to comprehend the discipline and practice of qualitative and quantitative data collection techniques, data analysis, and the art of anthropological fieldwork. This course will provide a deeper understanding of both traditional and contemporary perspectives on qualitative and quantitative researches and its methods. Like in the second semester this course will be implemented in a seminar mode.

Objectives:

- i) To equip students with adequate knowledge and skills to develop and practice ethnographic research methods
- ii) To enable the students to collect the qualitative and quantitative data in anthropology
- iii) To orient the students to analyze qualitative and quantitative data scientifically
- iv) To enable the students to write a research proposal upon the completion of the course;

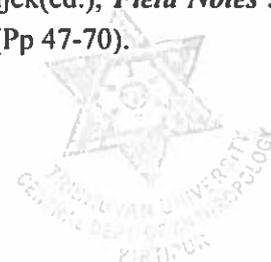
Unit I: Fieldwork and Ethnographic Research

(6 hrs)

- Why ethnography matters
- Fieldwork and the field,
- The ethnographer as self-reflective tool of inquiry,
- Establishing relationships to facilitate entry (rapport building)

Required Readings

- Malinowski, B. (1922). "Introduction: The Subject, Method and Scope of this Enquiry."
In *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Pp. 1-20.
- Cliford, James (1990). Notes on (Field) Notes. In Roger Sanjek(ed.), *Field Notes : The Makings of Anthropology*. Cornell University Press, (Pp 47-70).



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Pritchard, Evans E.E. (1973). "Some Reminiscences and Reflections on Field work"
Journal of Anthropological Society of Oxford 4(1): 1-12.

Dahal, K. (2023). A Native Anthropologist's Positionality of Being an Insider/ Outsider:
A Reflective Account of Doing Ethnographic Research in Nepal. In N. Uddin &
A. Paul (eds.) *The Palgrave Handbook of Social Fieldwork*. Palgrave Macmillan,
Cham.

Rees, T. (2016). Entry. In *Plastic Reason: An Anthropology of Brain Science in
Embryogenetic Terms* (pp.3-10). University of California Press.

Geertz, C. (1973). Deep Play: Notes on the Balinese Cockfight (Pp. 412-453). In *The
Interpretation of Cultures: Selected Essays by Clifford Geertz*. Basic Books

Unit II: Tools and Techniques of Anthropological Research (9 hrs)

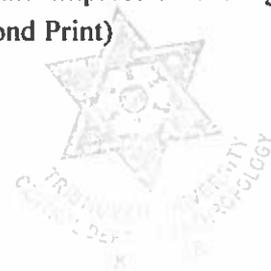
- Interviewing: Unstructured and semi structure (203-239, Bernard)
- Structured interviewing: Questionnaires (240-279, Bernard)
- Observation and participant observation: Observing process and activities, and making field notes
- Participant observation (322-364 Bernard)
- Field Notes: How to take them, code them, manage them (365-389 Bernard)
- Direct and indirect Observation (390-426 Bernard)
- Genealogical methods (W. H.R. Rivers)
- Case studies
- Group discussion and focus group discussions
- Performance and critical ethnography
- Ethnography of organizations and organizations of ethnography
- Non-verbal Techniques
- Virtual Methods

Required readings

Alexander, B.K. (2002). *Performance Ethnography: The Reenacting and Inciting of Culture*.

Bernard, H. Russle. 1994. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Third Edition New Delhi: Altamira/Sage Publications. Pp. 203-239; 240-279; 322-364, 365-389; 322-364; 390-426

Berremen, Gerald D. (1997). *Hindus of the Himalayas: Ethnography and Change*. "Prologue : Behind Many Masks : Ethnography and Impression Management," (Pp. xvii-lvi). Delhi: Oxford University Press (Second Print)



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Pelto, Perti J. and Gretel H. Pelto. 1978 (Second Edition). *Anthropological Research: The Structure of Inquiry*. Cambridge: Cambridge University Press. (Chapter 5: Tools of Research-1, Pp. 67-102).

W. H. R. Rivers (1910). *The Genealogical Methods in Anthropology*

Abram, S. (2001). Amongst professional: Working with Pressure Groups and Local Authorities. In D. Gellner & E. Hirsch (Eds.), *Inside Organizations: Anthropologist at Work* (Pp. 183-204). Oxford and New York: Berg.

Hine, C. (2017). From Virtual Ethnography to the Embedded, Embodied, Everyday Internet. In *The Routledge Companion to digital ethnography* (pp.)

Unit III: Analysis, Interpretation and Presentation of Data (9 hrs)

Taking managing field notes: Methodological notes, descriptive notes, analytical notes (Bernard 1988) (180-202)

A. Level of ethnographic data analysis (Lecompte pp. 147-160)

- Item level of analysis
- Pattern level of analysis
- Constitutive or structural level of data analysis
- Complex analysis with multiple levels and sources of data

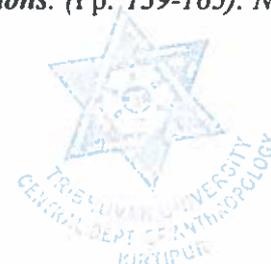
B. Qualitative content Analysis

- Qualitative data analysis: Coding, transcribing, interpretation, presentation
- Quantitative data analysis (with the use of descriptive statistics)
- Traditions and approaches:
- Ethnographic accounts
- Analysis of narrative-bibliographical interview
- Text analysis in grounded theory
- Computer assisted analysis of qualitative data
- Discourse analysis
- Documentary research
- Unobtrusive measures
- Participatory action research

Unit III: Required readings

Bernard, Russell H. (1988). *Research Methods in Anthropology*, pp. 180-202

Creswell, John. (1998). *Data Analysis and Representation*, In *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. (Pp: 139-165). New Delhi: Sage Publication



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Flick, U. Kardorff, E. V. & Steinke, Ines (eds). *A Companion to Qualitative Research*. London: SAGE Publication. (Pp 248- 330).

Lecompte, Margaret D and Schensul Jean J (1999). *Designing & Conducting Ethnographic Research..* New Delhi: Altamira Press. (Pp 147-160)

Wolf, Stephen (1999). Analysis of documents and records. In *A Companion to Qualitative Research*. London: SAGE Publication. (Pp 284-289).

Kemmis, Stephen & McTaggart, Robin (2005). Participatory Action Research: Communicative Action and the Public Sphere. In Danzin (eds), *The Sage Handbook of Qualitative Research* (Pp 559-604).

Ryan, G., & Bernard, H. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85–109.

UNIT IV Analysis of Quantitative Data

(9 hrs)

- Coding data
- Entering Data
- Cleaning data
- Frequency distributions (One Variable)
- Measures of central tendency
- Measures of variation
- Standard Deviation
- Bivariate Relationship
- Measures of Association
- Multi-variation analysis (More than two variables)
- Inferential analysis



Required readings for Unit IV

Neuman, W. Lawrence(2014). *Social Research Methods: Qualitative and Quantitative Approaches* pp. 393- 430

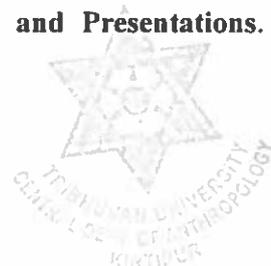
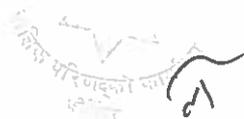
Unit V: Writing Research Proposals, Papers, Thesis...

(9 hrs)

- A. Literature review: How to do a literature review; finding pertinent literature, citation and annotated bibliography
- B. Proposal writing: The art of proposal writing, types of proposals and components
- C. Scientific writing: Research papers, thesis/dissertation and reports.
- D. Practical session of writing research proposal

Unit V: Required readings

Davis, Martha (2012, third edition). *Scientific Papers and Presentations*. (Ch. 3: Organizing and Writing a Rough Draft, (Pp. 21-62.



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Neuman, W. Lawrence (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. PP 125- 164; 513- 546

W.C. Booth & J. M. Williams (eds.) (2008). *The Craft of Research* (pp.9-15). The University of Chicago Press.

Unit VI: Ethical Issues in Anthropological Research (3 hrs)

- A. Code of ethics
- B. Protection of subject/respondents (anonymity, confidentiality; informed consent, etc)
- C. Ethics and experimental research
- D. Ethical dilemmas in field research
- E. Ethical issues in scholarly writings (plagiarism, giving credit, citation. etc.)

Unit VI: Required readings

Creswell, John, W. (2014). *Research Design*. Sage: Los Angeles (PP 77-104)

Berremen, Gerald (1991). "Ethnics versus "realism" in anthropology".. Antonius Robben and Jeffrey Sluka (eds.), *Ethnographic Fieldwork: An Anthropological Reader* . Blackweel Publishing, (pp 298-316).

Chhetri, Ram B. 2004. *Research Ethics: Concepts and Issues in Relation to Researchers and their Subjects*. In P.K. Jha et. al. (eds.), *Research Methods and Practice*. (Pp. 17-26). Kathmandu: Buddha Academic Publishers.

Fine, G. A. (1993). Ten lies of ethnography: Moral dilemmas of field research. *Journal of Contemporary Ethnography*, 22(3), 267–294.

Fluehr-Lobhan, Carolyn. (2015). Ethics. In H. R. Bernard & C. C. Gravlee (Eds.), *Handbook of Methods in Cultural Anthropology* (Second Edition, pp. 131–150). Lanham, MD: Rowman & Littlefield.

Unit VII Citation and Referencing Styles (3 hrs)

- APA Style
- MLA
- Chicago manual of citation styles

Required readings

APA Style (American Psychological Association)

MLA Style (Modern Language Association)

Chicago Style (Chicago Manual of Style)

Note: These required readings of Unit VII are available online.

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AN 555: Kinship Studies
Master of Arts in Anthropology
Second Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Exam:	60

Course Description and Objectives:

This course aims to introduce the theory, concepts, and methods of kinship studies. It has five main objectives: (i) to provide graduate students with a conceptual understanding of kinship from an anthropological perspective; (ii) to introduce them to the historical trends in kinship studies; (iii) to familiarize them with contemporary directions and discourse in the field; (iv) to provide insights into kinship studies in Nepal; and (v) to orient them to the methods used in kinship research.

Unit I: Basic Concepts of kinship in anthropology (6 hrs)

- a Basic concepts; clan, descent or lineage, phratries, moiety
- b Descriptive and classifications kinship

Required Reading

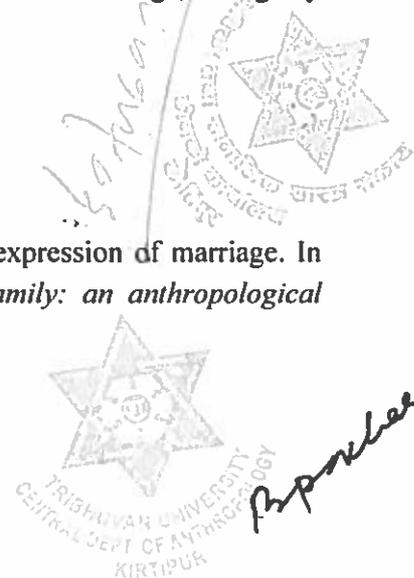
Parkin, R. (1997). Robert Parkin. *An Introduction to Basic concept of Kinship*. Blackwell Publishers. Pp 1-97

Unit II: Kinship as Social Structure: Marriage, Decent and Alliance (9 hrs)

- a Terminology and Relationship: Meaning of kinship terminology (Fox & Dumont)
- b Social functions of Kinship: Analysis of social relationship (A.R Radcliffe-Brown)
- c Kinship and alliance: Closed or Restricted exchange and generalized exchange; the basic of exchange (incest taboo, prohibited and preferential marriage, endogamy and exogamy; principal of reciprocity), bone and flash
- d Descent and Alliance
- e Critique to Kinship theories

Required Readings

Louis, D. (2004). The Dravidian kinship terminology as an expression of marriage. In Robert Parkin & Linda Stone (eds.) *Kinship and family: an anthropological reader*. Pp 176-186. USA: Blackwell Publishing



Radcliffe-Brown, A.R. (1950). *Introduction*. In A.R. Radcliffe-Brown and D. Forde (eds.) *African systems of kinship and marriage*. Pp 1-85. London: Oxford University Press.

Levi-Strauss, C. (1969). *The elementary structures of kinship*. Pp. 29-52, 393-405, 478-497. Toronto: Beacon Press.

Parkin, R. and Stone, L. (2004). *Kinship and Family and Anthropological Reader*. 43-97-110-118, 257-274.

Schneider, David. M. (1984). The Relationship the Facts of Sexual Reproduction and the Cultural Constitution of Kinship In *A Critique of the study of Kinship*. The University of Michigan press. Pp. 95-165

Unit III: Kinship as Culture, Process and Agency (6 hrs)

- a Kinship as a cultural account
- b Kinship as process; culture of relatedness
- c Kinship as mutuality of being

Required Readings

Schneider, D.H. (2004). What is kinship all about? In Robert Parkin and Linda Stone (Eds.) *Kinship and family: An anthropological reader*, pp. 257-274. USA: Blackwell Publishing.

Carsten, J. 2000. Introduction: Cultures of relatedness. J. Carsten (eds.) *Cultures of relatedness: approaches to the study of kinship*, pp 1-37. UK: Cambridge University Press.

Sahlins, M. 2011. What is kinship (part one)? *Journal of the Royal Anthropological Institute*. (N.S) 17, 2-19

Sahlins, M. 2011. What is kinship (part two)? *Journal of the Royal Anthropological Institute*. (N.S) 17, 227-242

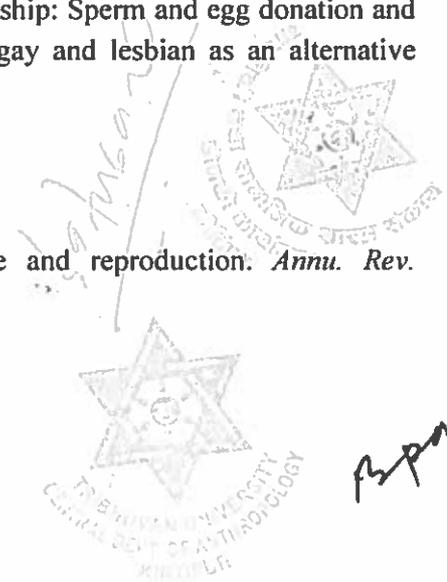
Unit IV: Contemporary Direction and Discourses in Kinship Studies (9 hrs)

- a New Reproductive Technology (NRT) and Kinship: Sperm and egg donation and kinship identity; surrogacy and motherhood, gay and lesbian as an alternative kinship,
- b Milk donation and milk kinship

Required Readings

Levine, N.E. (2008). Alternative kinship, marriage and reproduction. *Annu. Rev. Anthropol.* 37: 375-89.

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- Ragone, H. (2004). Surrogate motherhood and American kinship. In R. Parkin and L. Stone (Eds.) *Kinship and family: Anthropological reader*. Pp. 342-361 Oxford: Blackwell Publishing, the UK.
- Pande, A. (2009). It may be her eggs but it's my blood: Surrogates and everyday forms of kinship in India. *Qualitative Sociology*, 32:379-397. DOI 10.1007/s11133-009-9138-0
- Pande, A. (2010). Commercial Surrogacy in India: Manufacturing a Perfect 'Mother-Worker', *Journal of Women in Culture and Society*, 35 (4): 969-992. <https://doi.org/10.1086/651043>
- Rose, J. (2004). *Sperm donation: The mediation of kinship and identity issues for the offspring*. A Paper Prepared for a National Conference on the Mental Health Aspects of Persons Affected by Family Separation, Thursday 14th- Friday 15th October, 2004.
- Logan, J. (2013). Contemporary adoptive kinship: A contribution to new kinship studies. *Child and Family Social Work*. 18: 35-45
- Clarke, M. (2007). The modernity of milk kinship. *Social Anthropology*. European Association of Social Anthropologists, 15 (3) 287-304.

Reference Text

- Naomi, R.C. (2013). *The new kinship. Constructing donor conceived community*. New York University Press NY and London.
- Craig S.R. (2021). *The ends of kinship: connecting Himalayan lives between Nepal and New York*. Himal Book

Unit V: Methods in kinship studies

(6 hrs)

- a Genealogical Methods

Required Readings

- Rivers W. H. R., The Genealogical Method. In Nelson Graburn (Eds.) *Readings in Kinship and Social Structure*. Pp. 52-59. New York: Harper and Row
- Damien W. Riggs. Elizabeth peel. 2016. *Critical Kinship Studies: An Introduction to the Field*. Palgrave Macmillan UK.

Unit VI: Kinship studies in Nepal

(9 hrs)

- a Kinship studies in Nepal through time and perspectives

Required Readings

- Magar, S.T. 2017. Cross-cousin marriage practices among Magars of Nepal: An anthropological perspective. In Uprety, L.P. Pokharel, B. and Dhakal, S. (Eds.), *Kinship studies in Nepali anthropology*. Pp 300-332 Kathmandu: Tribhuvan University Press

McDonaugh, C. (2000). Spirit, substance, vehicle, kinship and cosmology among the Dangaura Tharu, Nepal. *Social Anthropology*. European Association of Social Anthropologists. 8(1): 19-32.

Turin, M. (2001). Call me uncle: an outsider's experience of Nepali kinship. *Contributions to Nepalese Studies*. Vol.28 (2): 277-283.

Zharkevich, I. (2019). Money and blood: remittances as a substance of relatedness in transnational families in Nepal. *American Anthropologist*, 121(4): 884-896

Chhetri, R.B. (2017). 'Not my relative!' Reckoning kinship and relatedness among the Lobas of Mustang. In Uprety, L.P. Pokharel, B. and Dhakal, S. (Eds.). *Kinship studies in Nepali anthropology*. Pp 75-101. Kathmandu: Tribhuvan University Press

Pokharel, B. and U. Bhandari. (2017). Territorial marriage pattern and kinship relation among the Bahun-Chhetris in Kanth of Kathmandu. In Uprety, L.P. Pokharel, B. and Dhakal, S. (Eds.). *Kinship studies in Nepali anthropology*. Pp 102-135. Kathmandu: Tribhuvan University Press

Dhakal, S. and N. Rawal. 2017. Mit relation in Far-West: Ritual, Reciprocity and Reproduction of Social Relationship. In Uprety, L.P. Pokharel, B. and Dhakal, S. (Eds.). *Kinship studies in Nepali anthropology*. Pp 209-228. Kathmandu: Tribhuvan University Press.

Unit VII- Review and reflection

(3 hrs)



AN 601: Anthropology of Development
Master of Arts in Anthropology
Third Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

The objective of this course is to deepen students' understanding of development theories and practices from various anthropological perspectives. It combines both theoretical and practical elements, enabling students to gain insights into the diverse aspects often encountered in development processes. It covers wide range of issues that are happening in the developing countries and are being confronted with such as causes and effects of unequal power relationships. Hence, in anthropology these issues are studied in local, national and international levels through close reading of anthropological studies throwing light on the nature of policy-making, bureaucracy and programmes in a variety of sectors from diverse regional and institutional context. This course also covers the contemporary plan, policy and developmental practices in Nepal. Upon completion of this course, students are expected to grasp key debates in development anthropology and will develop an ability to examine the contemporary development issues through anthropological perspectives

Method of teaching will be an interactive seminar. All students should attend the seminars and should take part in class discussions. Students' performance will be measured through their class presentation, précis writing, attendance, term papers, class assessment and final examination.

Unit I: Introduction -

(9 hrs)

- A. Concept of development
- B. Anthropology and development
- C. Development anthropology and anthropology of development
- D. Action and applied anthropology
- E. Anthropology, development and public Policy

Required readings

- Esteva, Gustavo (2000). Development. In Wolfgang Sachs (ed) The Development Dictionary. New Delhi: Baba Barkha Nath Printers (Pp 8-34).
- Olivier de Sardan, Jean-Pierre (2005). Anthropology and Development: Understanding Contemporary Social Change. London & New York: Zed Books. Pp 1-41.



Edelman, M. and Haugerud, A. (2005). Introduction: The anthropology of development and globalization: From Classical Political Economy to Contemporary Neoliberalism pp 1-74.

Gow, D. (1996). Anthropology of development. Discourse, agency & culture. *Anthropological Quarterly*, Vol, 69, No. 3 (165-173).

Cochrane, Glynn (1971). Development anthropology, New York: Oxford University press (pp 25-38).

Bennett, John (1996). Applied and Action Anthropology. Ideological & conceptual aspects, *Current Anthropology*, Vol. 37 No 1 (23-53).

Berremán, Gerald (1994). Anthropology, Development and Public Policy. Occasional Papers in Anthropology Vol. 4 (pp. 3-33).

Unit II: Development: History, Theory and Change- (6 hrs)

- A. Policies for Economic Development in Historical Perspective
- B. Classical foundations and debates of development
- B. 20th Century Debates of development
- C. Approaches of anthropology of development
- D. Neo-liberalism

Required Readings

Pokharel, B. (2013). Theories and practices of development: An Anthropological perspective. *Dhaulagiri Journal of Sociology and Anthropology*, Vol,7 (PP. 1-30)

Chnang, H. J. (2002). *Kicking Away the Ladder: development strategy in historical perspective*. Anthem. Pp.13-67.

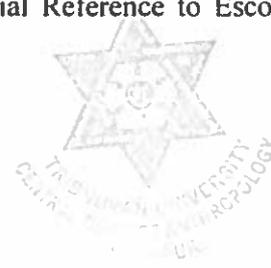
Ferguson J 1997. "Anthropology and its Evil Twin: "Development" in the Constitution of a Discipline". In Cooper F & R Packard (eds) *International Development and the Social Science: Essays in the History and Politics of Knowledge*. Berkeley: University of California Press.

Li, TM (2007) *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke University Press. Pp. 230-269.

Hircers, M. (2010). "Three Anthropological Approaches to Neoliberalism". *International Social Science Journal*. 202, pp 351-364.

Unit III: Contemporary Discourses in Development- (6 hrs)

- A. Anthropological Critique of Development (Escobar Ferguson and Fujikura)
- B. Concept and Notion of Third World Development (Escobar)
- C. Anthropology and Colonial Encounter with Special Reference to Escobar and Peters Peles



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- D. Development as freedom
- E. From neo-liberalism to the politics of distribution
- F. Ethnicity and development

Required readings

- Ferguson, James (1990). *The Anti-politics Machine- Introduction Chapter* only. Pp 9-21.
- Gardner, Katy & Lewis, David (1996). *Anthropology, Development and the Post-Modern Challenge*. London: Pluto Press. Pp 1-25.
- Little, Peter D., and Michael Painter, 1995. —Discourse, Politics, and the Development Process: Reflections on Escobar's 'Anthropology and the Development Encounter' in *American Ethnologist*, Vol. 22, No. 3.(Aug., 1995), pp. 602-609.
- McDuié-Ra,Duncan (2011). The dilemmas of pro-development actors: Viewing state-ethnic minority relations and intra-ethnic dynamics through contentious development projects. In *Asian ethnicity* (77-100)
- Pfaff-Czamecka, Joanna (2022). Challenging Goliatha: People, Dams, and Paradoxes of Transnational Critical Movement. In *Belonging in motion: Contested Social Boundaries in South Asia*. Social Science Baha, pp. 101-139.

Unit IV. Ethnography of Development Aid and Politics

(6 hrs)

- A. Global Governance and the Ethnography of International Aid
- B. History and politics of women development
- C. Foreign Aid in Nepal
- D. Political Space

Required readings

- Mosse, David (2005). *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto. Pp. 1-36)
- Austin, Lord and Rest, Matthaus (2021). "Nepal's water, the people's investment? Hydropolitical volumes and speculative refrains". In *Ethnography of power: A political anthropology of energy* (eds), Tristan Loloum, Simone Abram and Nathalie Ortar, Berghahn Books pp. 81-109.
- Shah, Soubhagya (2018). A project of Memorality: Traditional development and local activism among Rural women in Nepal (Chapter IV, V pp. 94-149)
- Pokharel, Binod (2007). "Contest for Political Space: A case study from Community Development Project". *Contribution to Nepalese Studies*. 2007, 34:2, pp. 251-275.

Unit V: Theory and Critiques of Participatory Development

(9 hrs)

- A. Ethnography of policy and practice



Binod Pokharel

- B. Participatory approach: Critical review of concepts, methods and practices
- C. Participation as new Tyranny
- D. Repoliticization of Participatory development
- D. Local Knowledge and Planning
- E. Regime and relationship
- F. Social capital

Required Readings

Chambers, R. Rural Development Putting the last first. (PP 75-102,103-139, 168-188)

Cooke, B. & Kothari, U. (2001). Participation: New tyranny? (PP 1-31, 139-152)

Hickey, S & Mohan G. (2004). Participation: From tyranny to transformation (3-24, 92-108, 125-139)

Unit VI: NGOs and Civil Society

(6 hrs)

- A. History of NGO development
- B. NGO and Civil society
- C. Nature of partnership
- D. Politics and anti-politics of NGO Practices
- E. NGOs, Business and Social Capital
- F. NGOs in Nepal

Required readings

Chandhoke, N (2010). Civil Society. In Cornwall, A. and Eada, D. (ed) *Deconstructing development discourse: Buzzwords and Fuzzwords*. Oxtord: Oxfam. (PP 1-46).

Fujikura, Tatsuro 2001. "Discourses of Awareness Notes for Criticism of Development in Nepal". *Studies in Nepali History and Society*, Vol. 6 No.2.

Fisher, W. F. (1997) Doing good? The Politics & anti politics of NGO practices

Elyachar J (2007) (Ed.). NGOs, Business and Social Capital. In *Markets of Dispossession: NGOs, Economic Development, and the State in Cairo*. Durham: Duke University Press. Pp. 167-190.

सादामाचु, एड्डीची (२०६३). सामाजिक अभियान या विकास सहायता गैससका भूमिकामाथि प्रश्न, काठमाडौं : मार्टिन चौतारी । (सहायतादेखि साँठगाँठसम्म- तात्सुरो फुजिकुरा पेज ५-१७)

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VII Sectoral Plan, policies and programs in Nepal

(3 hrs)

- A. Vision, Mission, Goal and Objectives of 16th Plan
- B. Sustainable development goal
- C. Social inclusion
- D. Women, children, senior citizens, indigenous people, and disability
- E. Climate change and disaster risk management

Required readings

गुरुङ, हर्क (२०६५). बहिष्करणदेखि समावेशीकरणसम्म काठमाडौं: सामाजिक समावेशीकरण कोष ।

राष्ट्रिय योजना आयोग (२०८१). सोह्रो योजना, सिंहदरवार, काठमाण्डौ ।

राष्ट्रिय योजना आयोग (२०७६). दिगो विकास लक्ष्यहरु वर्तमान अवस्था र भावी मार्गचित्र (२०१६-२०३०) सिंहदरवार, काठमाण्डौ ।

VIII Review and Reflection

(3 hrs)



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AN 602: Feminism and Gender Studies in Anthropology
Master of Arts in Anthropology
Third Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

The aim of this course is to familiarize students with fundamental concepts, theories, and issues in feminism and gender studies from an anthropological perspective. It enables students to explore power dynamics between men and women, examine the links between women's oppression and other forms of oppression, and analyze evolving gender roles and feminist viewpoints in today's context.

Unit I: Gender and Feminist perspectives in Anthropology (6 hrs)

- Application of Feminist Anthropology (brief introduction of applied and practicing feminist anthropology)
- Feminist Anthropology and Social Relationship
- The theoretical Foundation of Gender and Feminism in Anthropology.

Readings:

Moore, Henrietta L. (1988). *Feminism and Anthropology: The Story of a Relationship from Feminism and Anthropology*. Polity Press. (Pp. 1-41).

Moore, Henrietta L. (1988). *Feminist Anthropology: What Difference does it make? Feminism and Anthropology: The Story of a Relationship from Feminism and Anthropology* (pp.186-198)

Kenschaft, Lori and Clark, Roger, with Desirée Ciambone (2016). *Gender inequality in the changing World. Comparative approach*. Routledge (Pp. 17-94).

Unit II: Theorizing Feminist perspectives and thoughts (12 hrs)

Readings:

- Liberal Feminism (Tong, 2009. pp.1-45)
- Radical Feminism: Libertarian and Cultural Perspectives (Tong, 2009. pp. 45-90)
- Marxist and Socialist Feminism: Classical and Contemporary (Tong, 2009. pp. 96-126)
- Psychoanalytic Feminism (Tong, 2009. pp.128-162)
- Care- focused Feminism (Tong, 2009. pp.163-199)
- Multicultural, Global and Post-Colonial Feminism (Tong, 2009. pp. 200-233)



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- Eco-feminism (Tong, 2009. pp. 237-268)
- Post modernism and Third Wave Feminism (Tong, 2009. pp. 270-290).
- Querying Gender/Queer Feminism: Butler, (Beasley, 2005. PP. 105-114)

Readings:

Tong, Rosemarie (2009). *Feminist Thought*. Third Edition. West view Press.

Beasley, Chris (2005). *Gender and Sexuality: Critical Theories, Critical Thinkers*. Sage Publications.

Unit III: Gender, Culture and Biology (6 hrs)

Moore, Henrietta (1988). Women and the State. *Feminism and Anthropology*. Polity Press. (Pp.128-185)

Ortner, Sherry B. (2006). Is female to male Nature to is to culture? *Feminist Anthropology Reader*. Blackwell. Pp. 72-86.

Rosaldo, Michele Z. (2006). The Use and Abuse of Anthropology: Reflections on Feminism and Cross-cultural Understanding. *Feminist Anthropology Reader*. Blackwell. Pp. 107-128.

Shaw, Susan M. and Lee, Janet (2020). Gendered Voices, Feminist Visions. McGraw- Hill Education. Pp. 95-138

Unit IV: Gender Body, Health and reproductive justice, Sexuality and resisting gender violence and Religion and spirituality (6 hrs)

- Female Masculinity
- Gender and sexuality
- Gendered voices and feminist vision
- Domestic Violences
- Cause of Rape Culture

Readings:

Beasley, Chris (2005). *Queer(ing) Masculinity Studies: Female Masculinity Gender and Sexuality*. *Critical Theories, Critical Thinkers*. Sage Publications (Pp. 231-240)

Shaw, Susan M. and Lee, Janet (2020). Gendered Voices, Feminist Visions. McGraw- Hill education. (Pp. 341-395) (Pp. 525-559).

Klein, Renate (2013). *Framing sexual and domestic violence through language*. Pp. 1-40 and 111-134). Palgrave Macmillan.

Posadas, Jeremy (2017). Teaching the Cause of Rape Culture: Toxic Masculinity

Source: *Journal of Feminist Studies in Religion*, Vol. 33, No. 1 (Spring 2017), Pp. 177-179
Published by: Indiana University Press on behalf of FSR, Inc Stable URL:
<http://www.jstor.org>



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Unit V: Feminist methodologies for critical researcher

(9 hrs)

- Feminist methodologies

Readings:

- Spraguey, Joey (2016). *Feminist methodologies for critical researcher*. Rowman and Little field.(1-238 pages)

Unit VI: Practices of Feminist Anthropology in Nepal

(6 hrs)

- Feminist Anthropology in the Nepal

Readings:

APIGBV, Pacific studies, (May, 2017). FACT on Domestic violence and sexual violence in South Asian Communities.

Richardson, Diane; Laurie, Nina; Poudel, Meena, and Townsend, Janet, (2016). Women and Citizenship Post trafficking: The Case of Nepal. *The Sociological Review*. Vol.64. Pp. 329-348 John Wiley & Sons Ltd.

Nightingale, Andrea J. and Rankin, Katharine (2014). Bounding difference: Inter-sectional and the material production of gender, caste, class and environment in Nepal. *Geoforum* 42 153–162. Journal homepage: www.elsevier.com/locate/geoforum.

Devkota Sapkota, Bindu , Simkhada, Padam, Newton, Dillon, and Parker, et al. (2024). Domestic Violence Against Women in Nepal: A Systematic Review of Risk Factors TRAUMA, VIOLENCE, & ABUSE 1–18 © The Author(s) 2024 Article reuse guidelines: sagepub.com/journals-permissions DOI: 10.1177/15248380231222230 journals.sagepub.com/home/tva Review(3)(PDF) Available from: <https://doi.org/10.1177/15248380231222230> [accessed Sep 30 2024].

Government policies, ACTs rules and regulation on violence against women in Nepal (Gender based violence, Domestic violence, Rape).

Unit VII: Revision, Internal examination.

(3 hrs)





AN 603: Research Practicum and Proposal Writing
Master of Arts in Anthropology
Third Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This is a *practicum* course where students will focus and work on building their research proposal for the MA dissertation by learning and honing practical skills and knowledge. Each class of the course will be a practical session in which students will work and refine their research proposals through classroom presentations, group work, and undertaking mini-research projects. At the end of the course, *students will develop a well-conceptualized and sound research proposal for their thesis research*. In doing so, they will also learn to enhance their knowledge and skills in undertaking qualitative research, literature review, and data analysis. The course requires students to work on developing their research proposal in each class

Modality of the class:

This will be a fully participatory class; each week students will work on achieving the specified goal and produce the expected output. The class will be a collective workshop in which students work on their projects, present and share their work-in-progress with friends, and provide feedback to their friends. The class is based on *peer and collaborative learning*. The course will focus on:

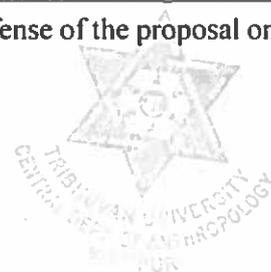
- Learning the knots and bolts of a research proposal
- Literature review and writing; citation style
- Writing fieldnotes
- Data analysis, and interpretations
- Writing reports

Students will also undertake mini-research projects such as observation, interviews, and case studies as a part of the practicum. This mini-research can be done individually or in a group. They will write a short report on this mini-research

Evaluation:

The course grade will entirely be based on the student's class performance and their work outputs. The internal evaluation grade will consist of 40 % of the course grade. The course teacher (s) will grade each week's performance and submit a copy of the original works of students along with the draft proposal to the Dean's Office.

The internal evaluation grade must be submitted to the TU along with students' examination forms. Students will do a viva voce or oral defense of the proposal on the day



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of the final examination during the exam hours, and the grade will be submitted to the TU immediately after the exam hour. A copy of the final proposal needs to be submitted along with the final grading.

The grading rubric:

Basis	Maximum	Remark
Internal Evaluation	40	<i>The internal evaluation will be based on the score of (A), (B), (C), (D), and (E)</i>
(A) Attendance	5	Students must attend the practicum class and work
(B) Presentations: Statement of Problem Research Questions Research Objectives Methodology	10	There will be series of in-class presentation for students Each presentation will be marked. Students will submit their weekly work and presentations. Course instructors will send a copy of submissions as evidence of students' works and grades.
(C) Literature Review (LR)	5	5-page or 1000 words LR. A copy of this will be submitted to the TU
(D) Mini Research Project - Practicum - Presentation - Report	10	A short mini research that the department or course instructor (s) will design and select. Students will collect primary data, analyze it, and write a short (1000-1500 words) reports
(E) Draft Proposal and presentation	10	Reviewed by course instructors and faculty (potential supervisors)
Final Evaluation	60	
Final Proposal	30	Students will submit the final proposal at least two-week prior to the final exam. The course instructors will grade it and provide the feedbacks to students for the final viva vorse (defense) Evaluated by the Course Instructors
Final Proposal Defense	30	The HOD and one or two externals (faculty from the department or campus) will grade the viva vorse of students' proposal defense during the final exam hours. External examiner grade the proposal defense for 20 marks The HoD will grade the proposal defense for 10 marks
Total	100	

Proposed Schedule: Subject to Change



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Week	Activities	Expected output by students	Recommended Reading
1	Introduction to the course Discussion on students' research ideas	Clarity on the syllabus and its requirement Decision on research topic/focus	Syllabus/handouts
2 and 3 weeks	Workshop on Statement of Problem (SOP) and research objectives	Students refine their SOPs	Students work and present their SOPs in the class
4	Literature review (LR)	Discussion on LR and Practice	Finalization of SOP Students Begin LR
4	What kind of data you need to answer your SOP/sources of data?	SOP-Data-sources of data defined and workshop	Students work on IR
5	Theoretical framework (TF) and Conceptual Framework (CF)	Students' prepare TF and CF	Work on LR
6	Methodology and Methods: discussion and workshop	Students work on research design, data collection tools, and strategies	Class room discussion and workshop
7	Methodology and Methods II: Data collection tools, reliability and validity and Ethical Consideration	Students work data collection tools, and ethical consideration	Students Submit Literature Review
8	Fieldnotes writing: Discussion and practicum	Practicum: Observation and field note taking	
9	APA citation style: workshop and practicum	Students edits LR for citation and reference errors	
10	Research Practicum	Students undertake short mini research and reflect on the experience and data	Students work in group and prepare their report in group outside the class room time
11		Analyze data and write a short report	
12 and 13	Workshop: Proposal preparation	Draft proposal presentation and submission	
14	Data Analysis and Interpretation	Students will use the primary data collected in	

		the mini research to learn about the data analysis	
15	Tips for Anthropological writing	Students will learn and discuss how to write the proposal as per the TU format	
14	Finalization of the proposal	Students work and finalize the proposal	
15	Submission of the final proposal at least two-week before the final exam	Students submit the final proposal to the course instructor	Course instructors grade the proposal and provide feedback for the viva vorse
16	Defense of the proposal on the day of the examination	Read the evaluation process mentioned above	

Remarks: Relevant course readings and sources will be provided to students.



 Tribhuvan University, Nepal
 CENTRAL DEPT. OF ANTHROPOLOGY
 KIRTIPUR
 B. Prasad



AN 604 -1: Medical Anthropology
Master of Arts in Anthropology
Third Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This course provides an introduction to concepts, issues, and major perspectives in medical anthropology that are especially relevant to public health issues. By the end of this course, students should be able to:

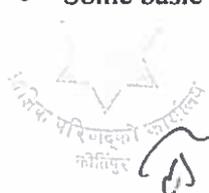
- Comprehend and employ various basic concepts, terms, and approaches being used in medical anthropology;
- Have a general idea of the history and the field of medical anthropology;
- Explain specific domains where culture and health, illness, and health care intersect;
- Understand the cultural contexts of plural healing practices and their interrelationships;
- Apply anthropological theories to local and global health.
- Explain what sorts of study data and cultural knowledge are required to comprehend and take into account when designing and assessing health promotion programs

To make students familiar with empirical methods in health research, apply their theoretical knowledge in the real field and enable them to understand medical anthropology situated in the contemporary social and cultural realm in which they are living, each week three hours have been allocated to acquire and equip with additional practice-based knowledge and skills. Additionally, students are encouraged to interact with health and healing-related queries and concerns after the class and on Fridays. Ultimately, this paper will habituate students with the practice of criticality in thinking, reading and writing on matters related to health, illness, and health care.

UNIT I: Introducing Medical Anthropology

(3 hrs)

- Discussions on the assessment tasks and a seminar presentation task.
- Why should one opt medical anthropology
- Culture and health: crossing the path
- Some basic concepts in medical anthropology



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Required Readings

Inhorn, M. C. & Wentzell, E. A. (2012). Introduction: Medical anthropology at the intersections. In M. Inhorn & E. Wentzell (Eds.), *Medical Anthropology at the Intersections: Histories, Activisms, and Futures* (Pp. 1-20). Duke University Press.

Panter-Brick, C., & Eggerman, M. (2018). The field of medical anthropology in Social Science & Medicine. *Social Science & Medicine*, 196, 233-239.

Singer, M. & Bear, H. (2007). What is health, experiencing illness, knowing disease. In M. Singer & H.A. Bear (Eds.), *Introducing medical anthropology: A discipline in action* (pp. 63-79). Altamira.

UNIT II: Theories in Medical Anthropology 1

(3 hrs)

- Medical Ecology
- Cultural Interpretive Approach
- Foucauldian Approach

Required Readings

McElroy, A. & Townsend, P. K. (1998). The ecology of health and disease. In S. van der Geest & A. Rienks (Eds.), *The art of medical anthropology: Readings* (00.92-105). Het Spinhuis.

Kleinman, A. (1995). What is specific to biomedicine. In *Writing at the Margin* (pp. 21-40). University of California Press.

Foucault, M. (1994). *The birth of the clinic: An archaeology of medical perception*. Vintage Books.

UNIT III: Theories in Medical Anthropology 2

(3 hrs)

- Critical Medical Anthropology, Body, and Emotion
- Death and Liminality
- Trauma, Suffering, and Memory

Required Readings

Singer, M. (1986). Developing a critical perspective in medical anthropology. *Medical Anthropology Quarterly*, 17(5), 128-129.

Scheper-Hughes, N. and Lock, M. (1998). A Critical-Interpretive Approach in Medical Anthropology: Rituals and Routines of Discipline and Dissent. In, P. A. Erickson & L. D. Murphy (Eds.) *Readings for a History of Anthropological Theory* (pp.486-513). Het Spinhuis.

Yurchak, A. (2015). Bodies of Lenin. *Representations*, 129(1), 116-157.



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Das, V. (1997). Language and body: Transactions in the construction of pain. In A. Kleinmann, V. Das, & M. Lock (Eds.) *Social Suffering* (pp. 67-92). University of California Press.

UNIT IV: Ethnomedical System, Medical Pluralism and Biomedical Hegemony (3 hrs)

- Defining and categorizing health, deviations from health, and treatments
- Efficacy of indigenous healing
- Biomedical hegemony

Required Readings

Waldram, J.B. (2013). Transformative and Restorative Processes: Revisiting the Question of Efficacy of Indigenous Healing. *Medical Anthropology*, 32(3), 191-207.

Baer, H.A. (2011). Medical pluralism: An evolving and contested concept in medical anthropology. In M. Singer & P. I. Erickson (Eds.), *A companion to medical anthropology* (pp. 405-424). Wiley-Blackwell.

Sidky, H. (2009). A shaman's cure: The relationship between altered states of consciousness and shamanic healing. *Anthropology of Consciousness*, 20 (2), 171-197.

Dahal, K. B. (2022). 2022, Engrained with modernity: Commodification, medicalisation, and cross-border medical travel for health care in Nepal. *Humanities and Social Science Communications*, 9, 128.

UNIT V: Culture and Mental Health (3 hrs)

- Cultural approach to mental health
- Biomedical category and mental health
- Social change and distress

Required Readings

White, R. (2013). The globalisation of mental illness. *The Psychologist*, 26(3), 182-185.

Harvey, T.S. (2008). Where there is no patient: An anthropological treatment of a biomedical category. *Culture, Medicine, and Psychiatry*, 32(4), 577-606.

Pham, T.V., Koirala, R., & Kohrt, B. A. (2020). Satisfaction in the soul: Common factors theory applied to traditional healers in rural Nepal. *Ethos*, 48(1), 93-128.

Alemi, Q. et al. (2017). Afghan refugee explanatory models of depression: Exploring core cultural beliefs and gender variations. *Medical Anthropology Quarterly*, 31(2), 177-197.



UNIT VI: Culture, Health, and the Moral Dimension

(3 hrs)

- Stigma: Illnesses that represent moral condemnation
- The relationship between cause (of an illness) and moral blame
- Stigma and othering

Required Readings

Shuttleworth, R.P. and Kasnitz, D. (2004). Stigma, community, ethnography: Joan Ablon's contribution to the Anthropology of impairment-disability. *Medical Anthropology Quarterly*, 18(2), 139-161.

Obilade T.T. (2015). Ebola virus disease stigmatization: The role of societal attributes. *International Archives of Medicine*, 8(14), 1-19.

Ma, Y. & Zhan, N. (2020). To mask or not to mask amid the COVID-19 pandemic: How Chinese students in America experience and cope with stigma. *Chinese Sociological Review*, 1-26.

Ahlin, T. & Sen, K. (2020). Shifting duties: becoming 'good daughters' through elder care practices in transnational families from Kerala, India, *Gender, Place & Culture*, 27(10), 1395-1414cc.

UNIT VII: Culture, Healing and Encounter with Doctors

(3 hrs)

- The social institutions of healing
- Shamans/shamanic practice
- Doctor-patient relation

Required Readings

Winkelman, M. (2013). Shamanism in cross-cultural perspective. *International Journal of Transpersonal Studies*, 31(2), 47-62.

Cooper, A. (2015). The doctor's political body: Doctor-patient interactions and sociopolitical belonging in Venezuelan state clinics. *American Ethnologist*, 42(3), 459-474.

Maycock, M., & Chaudhary, K. N. (2022). Traditional healers in an age of the pharmacy and Covid-19: The case of Tharu Guruwa in Nepal. *Himalaya*, 41(2), 37-53.

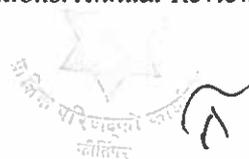
UNIT VIII: Risk and Resilience

(3 hrs)

- How health risks are shaped
- Subcultures and diverse social ecologies of risk

Required Readings

Panter-Brick, C. (2014). Health, risk, and resilience: Interdisciplinary concepts and applications. *Annual Review of Anthropology*, 43, 431-448.



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Saldana-Tejeda, A. & Wade, P. (2017). Obesity, race and the indigenous origins of health risks among Mexican mestizos. *Ethnic and Racial Studies*, 14(15), 2731-2749.

Tansey, J. & O’Riordan, T. (1999). Cultural theory and risk: A review.” *Health, Risk & Society*, 1(1), 71-90.

UNIT IX: Anthropology and Public Health (3 hrs)

- Public health, pharmaceuticalization and ambiguity
- Inequality in public health and symbolic capital
- Emergency public health response

Required Readings

Whitmarsh, I. (2008). Biomedical ambivalence: Asthma diagnosis, the pharmaceutical, and other contradictions in Barbados. *American Ethnologist*, 35(1), 49-63.

Sweet, E. (2011). Symbolic capital, consumption and health inequality. *American Journal of Public Health*, 101(2), 260-4.

Stellmach, D., et al. (2018). Anthropology in public health emergencies: what is anthropology good for?. *BMJ global health*, 3(2), e000534.

UNIT X: Epidemiology (3 hrs)

- Epidemic outbreak, political performance, social drama
- Vaccination and decision making
- Understanding death and rapid ethnography

Required Readings

Brunson, E. & Elisa, S. (2017). Framing childhood vaccination in the United States: Getting past polarization in the public discourse. *Human Organization*, 76(1), 38-47.

Liu, J. (2020). From social drama to political performance: China’s multi-front combat with the Covid-19 epidemic. *Critical Asian Studies*, 52(4), 473-493.

Simpson, N., Angland, M., Bhogal, J. K. et al. (2021). ‘Good’ and ‘Bad’ deaths during the COVID-19 pandemic: insights from a rapid qualitative study. *BMJ Global Health* 2021;6:e005509.

UNIT XI: Syndemics and Non-communicable disease (3 hrs)

- Disease-disease interaction and socioenvironmental condition
- Syndemics, chronic illness, and health inequality
- Syndemics, biopolitics, and the biosocial conception of health



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Singer, M. et al. (2017). Syndemics and the biosocial conception of health. *The Lancet*, 389(10072), 941-950.

Weaver, L.J. & Mendenhall, E. (2014). Applying syndemics and chronicity: Interpretations from studies of poverty, depression, and diabetes, *Medical Anthropology*, 33(2), 92-108.

Greenhalgh, S. (2012). Weighty subjects: The biopolitics of the U.S. war on fat. *American Ethnologist*, 39(3), 471-487.

UNIT XII: Body, Body Fluid and Body Products (3 hrs)

- Plural meaning of body and organs
- Embodiment
- Nationalism, body, and blood donation

Required Readings

Lupton, D. (2003). The body in medicine. In *Medicine as culture* (pp. 22-53). Sage Publications.

Csordas, T. J. (1990). Embodiment as a Paradigm for Anthropology. *Ethos*, 18(1), 5-47.

Tine, P. (2024). Feeling social change in the gut: Gyāstriki and the problematisation of domestic roles among Newar women in contemporary Nepal. *Anthropology & Medicine*, DOI:10.1080/13648470.2024.2387502

UNIT XIII: Health Policy, Intervention, and International Aid (3 hrs)

- Aid, development, and health
- Global health and rationality
- Program development, implementation, and evaluation

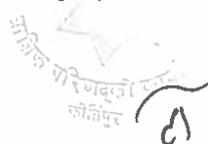
Required Readings

Harper, I. (2014). 'Medicines and syrups! Such is the manner of living': capsular promise as public health and the vitamin A programme. In I. Harper (Ed.) *Development and public health in the Himalaya: Reflections on healing in contemporary Nepal* (pp.103-123). Routledge/Edinburgh South Asian studies series.

Brunson, J. (2020). Tool of economic development, metric of global health: Promoting planned families and economized life in Nepal. *Social Science & Medicine*, 254, 112298.

Hamdy, S. F. (2008). When the state and your kidneys fail: Political etiologies in an Egyptian dialysis ward. *American Ethnologist*, 34(4), 553-569.

Tikkanen, R. S. et al. (2024). An anthropological history of Nepal's Female Community Health Volunteer program: gender, policy, and social change. *International Journal for Equity in Health*, 23(1), 70.



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UNIT XIV: Medical Technologies

(3 hrs)

- Medical technologies and emerging socialities
- Organ transplantation and construction of self
- Social life of organ and medical technology

Hardon, A. & Moyer, E. 2(014). Medical technologies: Flows, frictions and new socialities. *Anthropology & Medicine*, 21(2), 107-112.

Mauthner, O. E. et al. (2015). Heart transplants: Identity disruption, bodily integrity and interconnectedness. *Health*, 19(6), 578-594.

van Voorst, R. (2024). The Medical Tech Facilitator: An Emerging Position in Dutch Public Healthcare and Their Tinkering Practices. *Medicine Anthropology Theory*, 11(2), 1-23.

UNIT XV: Environmental Hazards and Health

(3 hrs)

- Changing climate and health concerns
- People's ways of coping and adapting with environmental hazards and threats

Cartwright, E. (2019). The medical anthropology of climate change: Eco-Risks and the body environmental. *Medical Anthropology*, 38(5), 436-439.

Langwick, S.A. (2018). A politics of habitability: Plants, healing, and sovereignty in a toxic world. *Cultural Anthropology*, 33(3), 415-443.

Orlando, G. (2018). Offsetting risk: Organic food, pollution, and the transgression of spatial boundaries. *Culture, Agriculture, Food and Environment*, 40(1), 45-54.

UNIT XVI: Review and Reflections

(3 hrs)

Chandana



Pranesh



AN 605 -2: Anthropology of Climate Change
Master of Arts in Anthropology
Third Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

The main aim of this course is to offer an anthropological understanding of the nexus of society, culture and climate change to master-level students. The course has five-fold objectives; namely, i) to provide the conceptual understanding of seasons, weather and climate change from anthropological perspectives through time and spaces, ii) to offer theoretical perspectives to see climate change, iii) to provide the scopes of inquiry in the context of anthropogenic climate change, and its discourse iv) review of policies and cases from Nepal and the Himalaya and v) finally methodological knowledge and understanding to see to climate change.

Unit I: Introduction

(6 hrs)

- i) Conceptual understanding of global warming
- ii) Conceptual understanding of anthropology of climate change
- iii) Fielding climate change in cultural anthropology

Required Readings:

Baer, H and Singer M. 20. Global warming and the political ecology of Health: Emerging crises and systemic solution. Pp, 17-48. Left Coast Press

Barnes J., M. Dove, M. Lahsen, A Mathews, P. McElwee, R. McIntosh, F. Moore, J. O'Reilly, B. Orlove, R. Puri, H. Weiss and K. Yager (2013). "Contribution of anthropology to the study of climate change", *Nature Climate Change*. Pp. 541-544

Crate, S.A. (2008). Gone the bull of winter?: grappling with the cultural implications of and anthropology's role(s) in global climate change. *Current Anthropology*, 49(4), 569- 595.

Roncoli C, T Crane, and B. Orlove (2009). Fielding climate change in cultural anthropology. In S. A. Crate and M. Nuttall (eds.) *Anthropology and climate change: from encounters to actions*. California: Left Coast Press. Pp 87-115



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Recommended Readings

Crate S.A. and M. Nutall (2009). Introduction. In S.A. Crate and M. Nuttall (eds.) *Anthropology and climate change: from encounters to actions*. Left Coast Press. Pp 9-36.

O'Reilly Jessica, C. Isenhour, P. EcElwee and B. Orlove. 2022. Climate change: Expanding anthropological possibilities. *Annual Review of Anthropology*. 2020. 49:13-29

Unit II: From Ethnography to Interdisciplinary/Transdisciplinary Approaches

(3 hrs)

- i. Anthropological approach; ethnography & participatory approach, Oral tradition
- ii. Scientific methods (analysis of hydrological and meteorological data and GIS mapping), photography
- iii. Why interdisciplinary or transdisciplinary approach

Required Readings

Elixhauser, S. Boni Z., Bon N. G., Kanjirc U. Meyera A., Muttenger F. Pampuse M. Sokolickov' Z. 2024. Interdisciplinary, but how? Anthropological perspectives from collaborative research on climate and environmental change. *Environmental Science and Policy* 151: 103586

Cruikshank J. 2001. Glacier and climate change: perspective from oral tradition. *Artic* 54 (4): 377-393.

Unit III: Climate Change in Prehistory

(3 hrs)

Climate change and bio-cultural evolution & Human diaspora

Required Readings:

Bear H.A. and M. Singer (2018): The anthropology of climate change: an integrated critical perspective. Pp. 41-62. Routledge.

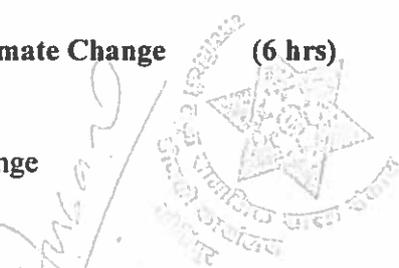
Unit IV: Theoretical Perspectives in Anthropology of Climate Change

(6 hrs)

- i) Cultural Perspectives of Climate Change
- ii) Cultural Interpretive Perspective of Climate Change
- iii) Critical Anthropology of Climate Change

Required Readings:

Bear H.A. and M. Singer (2018): The anthropology of climate change: an integrated critical perspective. Pp. 63-86. Routledge



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Recommended reading

Schneider D. M. (2014). Tyoons on Yap. In M. R. Dove M. R (Ed.) 2014. *The Anthropology of Climate Change: A Historical Reader. Sussex: Willey Blackwell. Pp 239-246*

Unit IV: Climate Change and indigenous knowledge, risks and vulnerability (9 hrs)

- i. Indigenous knowledge, perception, and climate change
- ii. Risks, vulnerability, disaster, hazards, resilience and adaptation
- iii. Gender, and climate change

Required Readings

Riedlinger, D. and F. Berkes, (2001). Contributions of traditional knowledge to understanding climate change in the Canadian Arctic. *Polar Record* 37 (203): 315-328.

Ingold T. and T. Kurttila (2000). Perceiving the environment in Finnish Lapland. *Body and Society*, 6(3-4):183-196

Poudel J.M., M. Sigdel, R. B. Chhetri and S. KC. (2022). Farmers' reading nature's clues to figure out impending weather. *Weather, Climate and Society*, 14:3:801-812.

Marino Elizabeth. 2015. Fierce Climate Sacred Ground: An Ethnography of Climate Change in Shishmaref, Alaska. Alaska University Press (Chapter 2 Pp.19-30)

Oliver-Smith, A. 2009. Climate change and population displacement: disasters and diasporas in the twenty-first century. In S. A. Crate and M. Nuttall (eds.) *Anthropology and climate change: from encounter to action*. Left Coast Press. Pp 116-136

Sherpa, P. Y. (2014). Climate change, perceptions and social heterogeneity in Pharak, Mount Everest region of Nepal. In *Human Organization*, 73(2):153-161

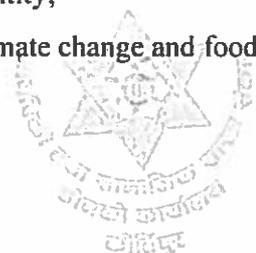
Shaw R. (2014). "Nature", "culture" and disasters: flood and gender in Bangladesh. In M. R Dove (ed.) *Anthropology of Climate Change: A Historical Reader*. Chichester, West Sussex, UK: John Wiley & Sons. Pp. 223-233

Recommended Reading

Wisner B, P. Blaikie, T. Cannon, and I. Davis. 2004. At risk: natural hazards, people's vulnerability and disasters. Pp. 3-48. Routledge

Unit V: Climate Change and Contemporary Discourses (6 hrs)

- i. Discourse of environmental politics and green governmentality;
- ii. Carbon trade and REED+
- iii. Climate change and human displacement, Climate refugee and reproduction of identity;
- iv. Climate change and food security, health issues



Required Readings:

- Liverman D. M. 2009. Conventions of climate change: constructions of danger and the dispossession of the atmosphere. *Journal of Historical Geography*, 35 Pp 279-296.
- McElwlee P. (2015). From conservation and development to climate change: anthropological Engagements with REED+ in Vietnam. In Pp. 82-104.
- Farbotko, Carol, and Heather Lazrus (2012). The first climate refugees? contesting global narratives of climate change in Tuvalu. *Global Environmental Change*. 22:382-390.
- Baer, H and Singer M. 2018. Global warming and the political ecology of Health: Emerging crises and systemic solution. Pp, 17-48. Left Coast Press

Unit VI: Case Studies from Nepal and the Himalaya

(9 hrs)

Required Readings

- Poudel, J.M. (2020). Pond becomes a lake: challenges for herders in the Himalayas. *Practicing Anthropology* 42 (2): 30-35.
- Khattari, M.B. and Pandey, R. (2021) Agricultural adaptation to climate change in the trans-Himalaya: a study of Loba community of Lo-Manthang, Upper Mustang, Nepal. *International Journal of Anthropology and Ethnology* 5:1
- Lepcha, C. K (2021). Lepcha water view and climate change. In D. S. Yü and E. de Maaker (eds), *Environmental humanities in the new Himalayas: symbiotic indigeneity, commoning, sustainability*. Routledge. Pp. 42-63
- Vedwan, N. (2006). Culture, climate and the environment: local knowledge and perception of climate change among apple growers in northwestern India. *Journal of Ecological Anthropology*, 10, 4-18.
- Byg, A. and Salick, J. (2009). Local perspectives on a global phenomenon: climate change in Eastern Tibetan village. *Global Environmental Change*, 19, 156-166.
- Gagné, K. 2019. Caring for glaciers: land, animals, and humanity in the Himalayas. University of Washington Press

Unit VII: Review of Existing Policies on Climate Change in Nepal

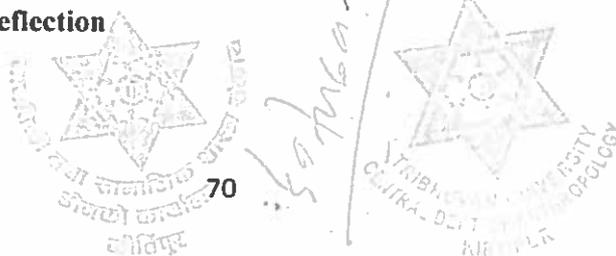
(3 hrs)

Required Readings

- GoN. (2010). *National adaptation program for action (NAPA) to climate change*. Kathmandu: Ministry of Environment.
- GoN. (2019). *National climate change policy 2076 (2019)*. Kathmandu: Ministry of Forest and Environment.
- GoN. (2011). *National framework on local adaptation plans for action*. Kathmandu: Ministry of Environment.
- Chakraborty, R., Gergan, M. D., Sherpa P. Y., and Rampini, C. (2021). A plural climate studies framework for the Himalayas. *Current Opinion in Environmental Sustainability*, 51:42-54

Unit VIII: Review and Reflection

(3 hrs)



प्रादेशिक परियोजना
कीर्ति
८१

B. Prasad

AN 606 -3: Disaster, Community Resilience and Well-being
Master of Arts in Anthropology
Third Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This course explores anthropological approaches disasters, both “natural” and human-made. This course focuses on the social dimensions of risk, vulnerability, resilience and well-being. We will cover a range of readings theoretical as well as cases from the different parts of world including Nepal pertaining to disaster and post disaster recovery. The course looks closely at community resilience and strategies for responding to disasters. The objective of the course are as the following:

- Have a thorough and nuanced understanding of the theories and concepts of disaster, risk, and vulnerability
- Develop critical understanding of concepts of resilience and well-being
- Know the strategies for building community resilience and disaster preparedness

Unit I: Anthropology and Disaster

(9 hrs)

Required Readings

Oliver-Smith, A. et al. (2017) ‘The social construction of disaster risk: Seeking root causes. *International Journal of Disaster Risk Reduction*, 22, pp. 469–474.

Oliver-Smith, Anthony and Susanna Hoffman (2002). Introduction: Why anthropologists should study disasters. In *Catastrophe and culture*. page.3-22. School of American Research Press

Gaillard, J.C. (2021). *The Invention of Disaster: Power and Knowledge in Discourses on Hazard and Vulnerability*. Routledge. page 1-24

Barrios, R. E. (2017) ‘What does catastrophe reveal for whom? The anthropology of crises and disasters at the onset of the Anthropocene. *Annual Review of Anthropology*, 46, pp. 151–166.

Hoffman, S. M. (1999). The worst of times, the best of times: Towards a model of cultural response to disaster. In Oliver-Smith, Anthony and Susanna Hoffman, eds. (1999). *The Angry Earth: Disasters in Anthropological Perspective*. Pp. 134-155. New York: Routledge.



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Faas, A. J., & Hoffman, S. M.. (2016). "The Question of Culture Continuity and Change after Disaster: Further Thoughts." *Annals of Anthropological Practice*, no. 1: 39.

Faas, A.J.; Barrios, R. et al. (2020). Entangled Roots and Otherwise Possibilities: An Anthropology of Disasters COVID-19 Research Agenda. *Human Organization*, Vol. 79, 4, 333-342.

Campbell, B. 2018. 'Communities in the Aftermath of Nepal's Earthquake'. In *Evolving Narratives of Hazard and Risk: The Gorkha Earthquake, Nepal 2015*, ed. L. Bracken, H. A. Rusczyk, and T. Robinson, pp. 109–23. New York: Palgrave Macmillan.

Recommended Readings

Oliver-Smith, A. (2022). The social construction of disaster: Economic anthropological perspectives on the COVID-19 pandemic. *Economic Anthropology*, vol 9, 1, 167-171

Unit II: Anthropological Understanding to Disaster, Risk and Vulnerability (12hrs)

Required Readings:

Oliver-Smith, Anthony and Susanna Hoffman (2002). Theorizing Disasters: Nature, power and culture. In *Catastrophe and culture*. page.23-47. School of American Research Press

Boholm, Åsa. (2015). *Anthropology and Risk*, Routledge. Page 1-29

Beck, Ulrich. (2008). *World at Risk*. Chapter 2, Relations of Definition as Relations of Domination: Who Decides What is and is Not a Risk? Polity Press. Page 24-46

Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2004). *At risk: Natural Hazards, People's Vulnerability, and Disaster* (2nd ed.). London: Routledge. Pp 3-48

Faas, J. (2016). Disaster vulnerability in anthropological perspective. *Annals of Anthropological Practice*, Vol. 40, No. 1, pp. 14–27.

Miller, F., H. Osbahr, E. Boyd, F. Thomalla, S. Bharwani, G. Ziervogel, B. Walker, J. Birkmann, S. Van der Leeuw, J. Rockström, J. Hinkel, T. Downing, C. Folke, and D. Nelson (2010). Resilience and vulnerability: complementary or conflicting concepts? *Ecology and Society* 15(3): 11.

Ahmad, A. (200). Conceptualizing Disasters from a Gender Perspective. In Dónal P. O'Mathúna Vilius Dranseika Bert Gordijn eds. *Disasters: Core Concepts and Ethical Theories*. Chapter 8.

Barrios, E. R. (2017). Powerful Feelings: Emotions and Governmentality in Disaster Research. In *Governing Affect Neoliberalism and Disaster Reconstruction*, (page 27-48)



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Recommended readings

Victor Marchezini. 2015. *The Biopolitics of Disaster: Power, Discourses, and Practices*. Human Organization, Vol. 74, No. 4, (page 362-371) .

Adams, Vincanne, Taslim Van Hattum and Diana English. 2009. Chronic Disaster Syndrome: Displacement, Disaster Capitalism, and the eviction of the poor from New Orleans. *American Ethnologist*, Vol 36. No 4.(page 615-636)

Unit III: Disaster Response, Preparedness, and Community Resilience (9 hrs)

Required Readings:

Gamburd, Michele Ruth.(2014). Housing: temporary shelter, permanent homes and buffer Zone, the politic of corruption: accusations and rebuttals. In *The Golden Wave: culture and politics after Sri Lanka's Tsunami Disaster*. Indiana: Indiana University Press. (chapter, 4, 7 and 8. Page 71-93, 137-176).

Barrios, Roberto E. (2016). Resilience: A Commentary From the Vantage Point of Anthropology. *Annals of Anthropological Practice* 40(1):28–38.

Eisenberg, Daniel, Thomas Seager, and David L. Alderson. (2019). Rethinking Resilience Analytics. *Risk Analysis*, Vol. 39, No. 9. DOI: 10.1111/risa.13328

Norris, Fran H., Susan P. Stevens, Betty Pfefferbaum, Karen F. Whiche, and Rose L. Pfefferbaum (2008). Community Resilience as a Metaphor, Theory, and Strategy for Disaster Readiness. *American Journal of Community Psychology* 41(1–2):127–150.

Tamang, M. S., D.V. Shakya, M. S. Pradhan, Y.B. Gurung and B. Mabuhang (2020). *Community resilience capacity: a study on Nepal's 2015 earthquakes and aftermath*. Central Department of Anthropology, Tribhuvan University Press.

Khattri, M. (2021). Differential vulnerability and resilience of earthquake: A case of displaced Tamangs of Tiru and Gogane villages of Central Nepal. *Progress in Disaster Science*. Volume 12,

Unit IV: Post-disaster well-being (9 hrs)

Required Readings:

Rawal V, Bothara J, P. Pradhan, R. Narasimhan, V. Singh. (2021). Inclusion of the poor and vulnerable: learning from post-earthquake housing reconstruction in Nepal. *Progress in Disaster Science* 10: 100162.

Ryan, R.M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52(1), 141-166.



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MacKinnon, Danny, and Kate Driscoll Derickson (2013). From Resilience to Resourcefulness: A Critique of Resilience Policy and Activism. *Progress in Human Geography* 37(2): 253–270. Pp. 254

Lam, Ming Lai. (2023). Asymmetrical power relationships in disaster reduction remain the key barrier to sustainable recovery: Neoliberalism and Nepal's post-earthquake recovery experiences. *Sustainable Development*. 1–13.

Spoon J., D. Gerkey, R. B. Chhetri, A. Rai, U. Basnet, C. E. Hunter. (2021). Understanding short-term household recoveries from the 2015 Nepal earthquakes: Lessons learned and recommendations. *Progress in Disaster Science* vol. 10

Giri, 2021. Devaluation of Cultural Life: A Study of Reconstruction-Resilience Practices at an Earthquake Displaced Community. *Molung Educational Frontier*. Vol.11

Unit V. Disaster and Resilience policies: Gap between Knowledge and policy (9 hrs)

Required Readings:

Shneiderman, S.; B. K. Limbu, J. Baniya, M. Suji, N. Rawal, P.C. Subedi, and C. D. Warner, (2023). House, Household, and Home: Revisiting Anthropological and Policy Frameworks through Postearthquake Reconstruction Experiences in Nepal. *Current Anthropology*, vol. 64, 5, 498-527

Susanna M. Hoffman (2020). The Scope and Importance of Anthropology and Its Core Concept of Culture in Closing the Disaster Knowledge to Policy and Practice Gap: in *Disaster upon disaster: Exploring gap between knowledge and policy* (page 269-291).

GON, Constitutional and legal provisions on Disaster Resilience (constitution of Nepal 2015) and current 15th Five years plan.

GON. (2018). Disaster Risk deduction and Management Act 2074 and Disaster Risk Reduction and Management Rules, 2076 (2019) .

UN (2015). Sendai Framework for disaster risk reduction (2015-2030).

UN (2015). Sustainable Development Goal.



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AN 607 -4: Anthropology of Public Policy
Master of Arts in Anthropology
Third Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

The main objective of this course is to understand the public policy from anthropological perspectives. This course will explore the major theoretical threads in the study of policy making process, policy analysis, policy reform, evaluation as well and implementation success and failures. The course examines social and cultural dimension in and of public policy as a case.

Objectives:

The course aims to enable students:

- i) to critically examine the various perspectives in studying policy making process, policy analysis, evaluation as well and implementation success and failures.
- ii) to understand anthropological approaches to study contemporary process in the public policy.

Unit I: Anthropological Perspectives on Public Policy (6 hrs)

Shore, Cris and Susan Wright (1997). Policy: A new field of anthropology. In Cris Shore and Susan Wright, eds. Anthropology of Policy, Critical perspectives on governance and power. Pp 3-33. Routledge.

Wedel, Janine R., Cris Shore, Gregory Feldman and Stacy Lathrop. (2005). Toward an Anthropology of Public Policy. The Annals of the American Academy of Political and Social Science, Vol. 600, pp. 30-51.

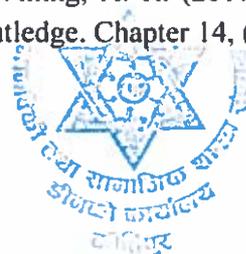
Pellissery, Sony. (2014). Anthropology's Contributions to Public Policy: Introduction to Special Issue. Indian Anthropologist, Vol. 44, No. 1, pp. 1-20. Special Issue on Anthropology's Contributions to Public Policy.

Jann, W. & Wegrich, K. (2017). Theories of the policy cycle. Handbook of public policy analysis (pp. 69-88). Routledge.

Unit II: What is Public Policy? (6 hrs)

Dye T. R. (2017). *Understanding public policy*. Boston, MA: Pearson.

Weimer, D. L. & Vining, A. R. (2017). Policy analysis: Concepts and practice. Sixth edition. Routledge. Chapter 14, (pp. 325-339).



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Dente, B. (2014). Understanding policy decisions. First edition. Springer. Chapter 2, (pp. 29-52).

Sefton, T. (2006). Distributive and redistributive policy. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford.

Unit III: Policy Making Process (3 hrs)

Howlett, M. (2019). Designing public policies: Principles and instruments. Routledge.

Birkland, T.A. (2019). An introduction to the policy process: Theories, concepts and models of public policy making. Fifth edition. Routledge. Chapter 7 (pp. 202-218).

Haelg, L., Sewerin, S., & Schmidt, T. S. (2019). The role of actors in the policy design process: Introducing design coalitions to explain policy output. Policy Sciences, (pp. 1-39).

Unit IV: Policy Analysis Framework (3 hrs)

Kraft, M.E. & Furlong, S.R. (2019). Public policy: Politics, analysis, and alternatives. Seventh edition. Sage and CQ Press. Chapter 1, (pp. 2-11; 15-22).

Bardach, E. (2012). A practical guide for policy analysis. CQ Press. Fourth edition, (pp. 11-16).

Unit V Policy Success and Failures (6 hrs)

McConnell, A. & 't Hart, P. (2019). Inaction and public policy: understanding why policymakers 'do nothing'. Policy Sciences, 52, (pp. 645-661).

Hertel-Fernandez, A. (2019). State capture: How conservative activists, big businesses, and wealthy donors reshaped the American states--and the nation. Oxford University Press, USA.

Minkman, E., van Buuren, M. W. & Bekkers, V. J. J. M. (2018). Policy transfer routes: an evidence-based conceptual model to explain policy adoption. Policy Studies, 39(2), (pp. 222-250).

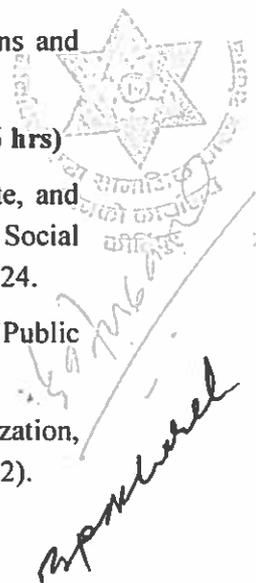
Hupe, P. & Saetren, H. (2015). Comparative implementation research: Directions and dualities. Journal of Comparative Policy Analysis, 17(2), (pp. 93-102).

Unit VI: Advocacy and Lobbying for Policy Reform (6 hrs)

Bennett L. (2008) Policy Reform and Culture Change: Contesting Gender, Caste, and Ethnic Exclusion in Nepal. In: Dani AA and Haan Ad (eds) Inclusive States: Social Policy and Structural Inequalities. Washington DC: The World Bank, 197-224.

Mead, L. M. (2013). Teaching public policy: Linking policy and politics. Journal of Public Affairs Education, 19(3), (pp. 389-403).

Wlezien, C. (2017). Public opinion and policy representation: on conceptualization, measurement, and interpretation. Policy Studies Journal, 45(4), (pp. 561-582).



Mergel, I. & Bretschneider, S. I. (2013). A three-stage adoption process for social media use in government. *Public administration review*, 73(3), (pp. 390-400).

Crow, D. & Jones, M. (2018). A guide to telling good stories that affect policy change. *Policy & Politics*, 46(2), (pp. 217-340).

Unit VII: Social and Cultural Policy (9 hrs)

Bobrow, Davis B. 2006. Social and Cultural Factors: Constraining and Enabling. In *The Oxford Handbook of Public Policy*. Robert E. Goodin, Martin Rein & Michael Moran. eds. Pp. 572-586. Oxford: Oxford University Press.

Uhr, John. 2006. Constitutions and Rights. In *Handbook of Public Policy*. B. Guy Peters and Jon Pierre eds., pp. 169-185. London: Sage.

Jordan, Bill. 2008. Welfare and Well-being: Social Value in Public Policy. Bristol: The Policy Press.

Mulcahy, Kevin V. 2006. Cultural Policy. In *Handbook of Public Policy*. B. Guy Peters and Jon Pierre eds., pp. 265-280. London: Sage.

Bhargava, S. & Loewenstein, G. (2015). Behavioral economics and public policy 102: Beyond nudging. *The American Economic Review*, 105(5), (pp. 396-401).

Kreitzer, R. J., Hamilton, A. J. & Tolbert, C. J. (2014). Does policy adoption change opinions on minority rights? The effects of legalizing same-sex marriage. *Political Research Quarterly*, 67(4), (pp. 795-808).

Unit VIII: Policy Evaluation (6 hrs)

Kugiel, P. (2017). India's soft power: A new foreign policy strategy. Taylor & Francis.

Bovens, M. (2006). The politics of policy evaluation. In R.E. Goodin, (ed.) *The Oxford Handbook of Public Policy*. Oxford, (pp. 323-332).

Van der Heijden, J., Kuhlmann, J., Lindquist, E., & Wellstead, A. (2021). Have policy process scholars embraced causal mechanisms? A review of five popular frameworks. *Public Policy and Administration*, 36(2), (pp. 163-186).

Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B. & Vermeersch, C. M. (2016). *Impact evaluation in practice*. The World Bank.

Unit IX Reflection and Review (3 hrs)

77

AN 651: People, Culture and Environment
Master of Arts in Anthropology
Fourth Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

The main objective of the course is to acquaint the graduate students with the relationship between people, culture, and environment with anthropological perspectives. This course focuses on theoretical and empirical studies of human-nature relationships. The course has three principal objectives: (i) to help MA students understand critically the different perspectives on people, culture, and environment vis-à-vis ecological perspective; (ii) to enable them to understand the cultural and human dimensions of global environmental issues, and (iii) to support them in the critical reviews of the literature published on people, culture and environment in Nepal. The course will be offered in a seminar mode, and therefore, students will be required to make compulsory presentations by preparing the review notes of prescribed texts in the weekly seminars. Besides presentations, they will be required to write one long (10-12 pages) and two short review papers (3-4 pages) from the themes of the course as per their choice. Unlike the conventional teaching practice, the professor will play the role of facilitator/moderator in the class.

Unit I: Fundamental Concept of Culture and Environment (9 hrs)

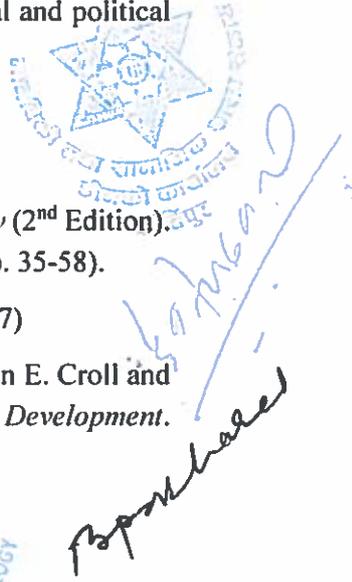
- a. Basic concepts; environment, ecosystem, niche and habitat, carrying capacity, adaptation,
- b. Concept of sustainability in cultural and environmental context
- c. Context of indigenous/traditional ecological knowledge and cultural and political significance
- d. Linkage between culture and environment

Required Readings

Sutton, M. Q.; and Anderson, E. N., (2013). *Introduction to cultural ecology* (2nd Edition). New York, Altamira Press (Chapter II: Fundamentals of ecology; pp. 35-58).

Berkes, F. (2008). *Sacred ecology*. London & New York: Routledge (Pp1-47)

Croll, E. and D. Parkin. 1992. Cultural understanding of the environment. In E. Croll and D. Parkin (eds.) *Bush Bash Forest Farm: Culture, Environment and Development*. Pp. 11-36. Routledge



Ingold T. 1992. Culture and the Perception of the Environment. In E. Croll and D. Parkin (eds.) *Bush Bash Forest Farm: Culture, Environment and Development*. Pp. 39-55
Routledge

Guneratne, A. (2010). Introduction. In A. Guneratne (Ed.), *Culture and the environment in the Himalaya*, (pp 1-16). London & New York: Routledge.

Unit II: Human-nature relationship: Some Ecological Perspectives (9 hrs)

- a. Cultural ecology;
- b. Systems ecology,
- c. Political ecology
- d. Cognitive ecology
- e. Sentient ecology

Required readings:

Steward, J., (1955). *Theory of cultural change: the methodology of multilineal evolution*. University of Illinois Press. (Chapter 2)

Rappaport, R. A., (1967). Ritual regulation of environmental relations among a New Guinea people. *Ethnology*, 6(1): 17-30.

Marvin, H. (2003). The cultural ecology of Indian's sacred cattle. R. J. Mcgee and R. L. Warms (eds.) *Anthropological theory: an introductory history*. 302-315. McGraw Hill

Orr, Y., J. S. Lansing, and M. R. Dove, (2015). Environmental Anthropology: Systemic Perspectives, *Annual Review of Anthropology*, 44:153-68.

Robbins P. (2012). *Political ecology: a critical introduction*. Wiley-Blackwell (Pp 1-24)

Ingold T. (2000). *The Perception of the environment: essays in livelihood, dwelling and skill*. New York. Routledge Pp13-26

Unit III: Understanding the Concept of Common Resources (3 hrs)

- a. Tragedy of the commons and commons without tragedy
- b. Theory of governing the commons

Required Readings

Garrett, H. 1968. The tragedy of the commons. *Science*, Pp.1243-1248.

Ostrom, E. 2002. common-pool resources and institutions: toward a revised theory. *Handbook of agricultural economics*, 2: 1316-1339

Recommended readings

Garrett, H. 1991. The tragedy of the unmanaged commons: population and disguises of providence. In R.V. Andelson (ed.) *Commons without tragedy: protecting the environment from overpopulation: a new approach*. London: Shephard-Walwaynp, pp.162-185.



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Ostrom, E. 1990. *Governing the commons: analysis of the evolution of institutions for collective action*. Cambridge University Press. (Chapter 1-3)

Unit IV: Knowledge Systems: Concepts and Practices (6 hrs)

- a. Anthropology and biodiversity conservation
- b. Conservation and development: rhetoric and realities
- c. Sustainability: theory and practices
- d. Linking social and ecological systems

Required Readings

Orlove, B.S and Brush, S.B. 1996. Anthropology and the conservation of bio-diversity. *Annual Review of Anthropology*. 25:329-352

Chhetri, R.B. 1999. The rhetoric and realities of people's participation in conservation and development in Nepal: an anthropological perspective. In R.B. Chhetri, and O. P. Gurung (Eds.), *Anthropology and sociology of Nepal: cultures, societies, ecology and development*, Pp. 192-211). SASON

Orlove B. and S.C. Caton. 2010. Water sustainability: anthropological approaches and prospects. *Annual Review of Anthropology*. 39:401-15

Berkes F. and C. Folke. 2000. Linking social and ecological systems for resilience and sustainability. In F. Berkes and C. Folke (eds.) *Linking social and ecological systems: management practices and social mechanisms for building resilience*. Pp. 1-25. Cambridge University Press.

Unit V: Contemporary Global Environmental Issues and Discourse (9 hrs)

- a. Environmental governance and local ways of life (energy context)
- b. Globalization, consumer culture, and environment
- c. Climate change, disaster, displacement and resilience
- d. Environmental uncertainty and risks
- e. Anthropology beyond the human
- f. Environmental humanities; multispecies relations

Required readings:

Austin, L. 2016. Citizens of a hydropower nation: territory and agency at the frontiers of hydropower development in Nepal. *Economic Anthropology*, 3(1):145-160.

Wilk, R.R. 2006. The ecology of global consumer culture. In Nora Haenn and Richard R. Wilk (eds.) *The Environment in anthropology a reader in ecology, culture, and sustainable living*. Pp.418-429. New York University Press

Nori M. and I. Scoones 2019. Pastoralism, uncertainty and resilience: global lessons from the margins. *Pastoralism: Research, policy and practices*. 9(10)

Yü, D.S. and E. de Maaker 2021. Environmental humanities in the new Himalayas: symbiotic indigeneity, commoning, sustainability. Routledge (Chapter 1)

Paul, Andrew, Robin Roth, and Saw Sha Bwe Moo. 2021. Relational ontology and more-than-human agency in indigenous Karen Conservation practice. *Pacific Conservation Biology*, 27(4): 376-390 <https://doi.org/10.1071/PC20016>



Respected

Paul N. 2007. The gift in the animal: The ontology of hunting and human–animal sociality. *American Ethnologist*, 34(1):25-43

Recommended readings

Kohn, Eduardo. 2013. How forest thinks: toward an anthropology beyond the human. University of California Press (Chapter 1)

Ingold, T. (2006). Rethinking the animate, re-animating thought. *Ethnos*, 71(1), 9–20. <https://doi.org/10.1080/00141840600603111>

Unit VI: Studies on people, culture and environment in Nepal: trends and issues (9hrs)

Required Readings:

Augusta, M. 1981. Economic strategies and ecological constraints: case study of the Kham Magar of North-west Nepal. In C. Von Furer-Haimendorf, (ed.) *Asian highland societies in anthropological perspective*. Sterling Publishers.

Upreti L.P. 2005. Social equity in farmer-managed irrigation in the Terai of Nepal. *Occasional Paper in Sociology and Anthropology*, 9:141-175

Russell A. (2010) Perceptions of forests among the Yakkha of east Nepal: exploring the social and Cultural Context. In A. Guneratne (eds.) *Culture and the environment in the Himalaya*. Pp. 61-78. Routledge.

Rademacher A. When is housing an environmental problem? reforming informality in Kathmandu by. *Current Anthropology*, 50 (4), 513-533

Rai, J. (2015). Owning land was so much dukkha in the past: land and the state adhibasi relations in the Tarai, Nepal. *Studies in Nepali History and Society*, 20 (1) pp 69-98

Campbell B. 2011. Beyond Cultural Models of the Environment: Linking Subjectives of Dwelling and Power. In A. Guneratne (eds.) *Culture and the environment in the Himalaya*. Pp. 186-203. Routledge.

Poudel, J. M. 2024. Caring for standing crops in the Himalayas: Embedded notion of saving to save, *Ecology and Society*, 29(4) <https://doi.org/10.5751/ES-15585-290409>

Unit VII: Review and Reflection

(3 hrs)



AN 652: Anthropology of Governance
Master of Arts in Anthropology
Fourth Semester (Required)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This course offers a framework for understanding governance from anthropological perspectives. It provides ethnographic/empirical case studies of practices, processes and institutions of governance in different cultural and historical contexts. By the end of this course, students will be able:

- (a) to understand the core concepts and theories of governance in anthropological perspectives, and
- (b) to engage with ethnographic case studies and analyze how different cultural and historical contexts shape the practices and experiences of governance.

Unit I: Conceptualizing Governance **(3 hrs)**

Anders, G. (2018). Governance. In H. Callan (Ed.), *The International Encyclopedia of Anthropology*. John Wiley & Sons, Ltd.

Eckert, J., Behrends, A., & Dafinger, A. (2012). Governance – and the State: An Anthropological Approach. *Ethnoscripts*, 14(1), 14-34.

Nuijten, M. (2004). Governance in Action: Some Theoretical and Practical Reflections on a Key concept. In D. Kalb, W. Pansters, & H. Siebers (Eds.), *Globalization and Development: Themes and Concepts in Current Research* (pp. 103-130). Kluwer Academic Publishers.

Unit II: Theoretical Genealogies of the State and Governance

(a) **Weberian Approach** **(3 hrs)**

Weber, M. (2006 [1968]). Bureaucracy. In A. Sharma & Gupta, A. (Eds.), *The Anthropology of the State: A Reader* (pp. 49-70). Blackwell Publishing Ltd.

(b) **Marxist Approach** **(3 hrs)**

Jessop, B. (1978). Marx and Engels on the State. In S. Hibbin (Ed.), *Politics, Ideology and the State* (pp. 40-68). Lawrence and Wishart.

Carnoy, M. (1984). Gramsci and the State. In *The State and Political Theory* (pp. 65-88). Princeton University Press.



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(c) Foucauldian Approach (3 hrs)

Smart, B. (2004). *Michael Foucault* (Revised Edition) (pp. 118-142). Routledge.

Recommended Reading

Foucault, M. (2007). *Security, Territory, Population: Lectures at the College de France, 1977-1978* (lectures four and five). Palgrave Macmillan.

Unit III: Anthropological Approaches to the State and Governance (3 hrs)

Sharma, A. & Gupta, A. (2006). Introduction: Rethinking Theories of the State in an Age of Globalization. In A. Sharma & A. Gupta (Eds.), *The Anthropology of the State: A Reader* (pp. 1-42). Blackwell Publishing Ltd.

Hansen, T.B., & Stepputat, F. (2001). Introduction: States of Imagination. In T. B. Hansen & F. Stepputat (Eds.) *States of Imagination: Ethnographic Explorations of the Postcolonial State* (pp. 1-38). Duke University Press.

Thelen, T., Vetter, L., & Benda-Beckmann K. V. (2018). Introduction: Stategraphy: Relational Modes, Boundary Work and Embeddedness. In T. Thelen, L. Vetter & K. V. Benda-Beckmann (Eds.), *Stategraphy: Toward a Relational Anthropology of the State* (pp. 1-19). Berghann.

Unit IV : Everyday forms of Governance: Bureaucracies at Work (3 hrs)

Blundo G. & Le Meur, P. Y. (2009). Introduction: An anthropology of everyday governance: Collective service delivery and subject making. In G. Blundo & P. Y. Le Meur (Eds.), *The Governance of Daily Life in Africa: Ethnographic Explorations of Public and Collective Services* (pp. 1-37). Brill.

Pradhan, U. & Valentin, K. (2019). Towards a Relational Approach to the State: Understanding Social and Political Transformation in Nepal. *South Asia: Journal of South Asian Studies*, 42(5), 880-885.

Nightingale, A.J., Bhattarai, A., Ojha, H. R., Sigdel, T.S., & Rankin, K. N. (2018). Fragmented Public Authority and State un/making in the 'new republic' of Nepal. *Modern Asian Studies*, 52(3), 849-882.

Bierschenk, T. & Olivier de Sardan, J. P. (2014). Studying the Dynamics of African Bureaucracies: An Introduction to States at Work. In T. Bierschenk & J. P. Olivier de Sardan (Eds.), *States at Work: Dynamics of African Bureaucracies* (pp. 3 – 34). Brill.

Unit V : Technologies of Governance

(a) Bureaucratic Knowledge and Power (3 hrs)

Heyman, J.M. (2004). The Anthropology of Power-Wielding Bureaucracies. *Human Organization*, 63(4), 487-500.



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Li, T.M. (2014). Fixing Non-market Subjects: Governing Land and Population in the Global South. *Foucault Studies*, 18, 34-48.

Mathews, A.S. (2008). State Making Knowledge and Ignorance: Translation and Concealment in Mexcian Forestry Institutions. *American Anthropologists*, 110(4), 484-94.

(b) Law (3 hrs)

Von Benda-Beckmann, F., Von Benda-Beckmann, K., & Eckert, J. (2009). Rules of Law and Laws of Ruling: Governance between Past and Future. In F. Von Benda-Beckmann, K. Von Benda-Beckmann, & J. Eckert (Eds.), *Rules of Law and Laws of Ruling: On the Governance of Law* (pp. 1-30). Ashgate.

Mathur, N. (2012). Transparent-Making Documents and the Crisis of Implementation: A Rural Employment Law and Development Bureaucracy in India. *PoLAR: Political and Legal Anthropology Review*, 35(2), 167-185.

(c) Policies (3 hrs)

Shore, C. & Wright, S. (2011). Conceptualizing Policy: Technologies of Governance and the Politics of Visibility. In C. Shore, S. Wright, and D. Pero (Eds.), *Policy Worlds: Anthropology and the Analysis of Contemporary Power* (pp. 1-26). Berghahn Books.

Dubois, V. (2009). Towards a Critical Policy Ethnography: Lessons from Fieldwork on Welfare Control in France. *Critical Policy Studies*, 3(2), 221-239.

(d) Documents and Writing (3 hrs)

Hull, M. S. (2012). *Government of Paper: The Materiality of Bureaucracy in Urban Pakistan* (pp. 1-27). University of California Press.

Gupta, A. (2012). *Red Tape: Bureaucracy, Structural Violence, and Poverty in India* (pp. 141-190). Duke University Press.

Das, V. (2004). The Signature of the State: The Paradox of Illegibility. In V. Das & D. Poole (Eds.), *Anthropology in the Margins of the State* (pp. 225-252). Oxford University Press.

(e) Discourses of Accountability and Transparency (3 hrs)

Strathern, M. (2000). Introduction: New Accountabilities: Anthropological Studies in Audit, Ethics and the Academy. In M. Strathern (Ed.), *Audit Cultures: Anthropological Studies in Accountability, Ethics and the Academy* (pp. 1-18). Routledge.

Kipkins, A. B. (2008). Audit Cultures: Neoliberal Governmentality, Socialist Legacy, or Technologies of Governance? *American Ethnologist*, 35(2), 275-289.



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Sharma, A. (2013). State Transparency after the Neoliberal Turn: The Politics, Limits, and Paradoxes of India's Right to Information Law. *PoLAR: Political and Legal Anthropology Review*, 36(2), 308-325.

Unit VI : Governance beyond the State Power

(a) Indigenous/Customary Governance (3 hrs)

Wilkins, D. E. (2024). *Indigenous Governance: Clans, Constitutions, and Consent* (pp. 1-19). Oxford University Press.

Lund, C. (2006). Twilight Institutions: Public Authority and Local Politics in Africa. *Development and Change*, 37(4), 685-705.

Bhattachan, K. B. (2023). *Customary Self-Government Systems of the Tamhang (Thakali) Nation*. Asia Indigenous Peoples Pact.

(b) Global/Transnational Governance (3 hrs)

Mosse, D. (2005). Global Governance and the Ethnography of International Aid. In D. Mosse & D. Lewis (Eds.), *The Aid Effect: Giving and Governing in International Development* (pp. 1-36). Pluto Press.

Anders, G. (2005). Good Governance as Technology: Towards and Ethnography of the Bretton Woods Institutions. In D. Mosse & D. Lewis (Eds.), *The Aid Effect: Giving and Governing in International Development* (pp. 37-60). Pluto Press.

Unit VII : Contesting Governance

(3 hrs)

Scott, J. C. (2009). The Art of not being Governed: An Anarchist History of Upland South East Asia (pp. 40-63, 127-177). Yale University Press.

Shah, A. (2007). 'Keeping the state away': Democracy, politics, and the state in India's Jharkhand. *Journal of the Royal Anthropological Institute (N.S.)*, 13, 129-145.

Simpson, A. (2014). *Mohawk Interruptus: Political Life across the Borders of Settler States* (pp. 1-36). Duke University Press.

Harper, I. & Tarnowski, C. (2007). A Heterotopia of Resistance: Health, Community Forestry, and Challenges to State Centralization in Nepal. In D. Gellner (Ed.), *Resistance and the State: Nepalese Experiences* (pp. 33-82). Berghahn Books.

Unit VIII: Emerging Issues in Governance: Social Inclusion and Representation

(3 hrs)

Pokharel, B., & Pradhan, M. S. (2020). *State of Inclusive Governance: A Study of Participation and Representation after Federalization in Nepal*. Central Department of Anthropology, TU.

Pokharel, B. (2024). Anthropology of State: Images and Practices of Inclusive Governance in Nepal. In *Routledge Handbook of Himalayas*.

Unit IX : Review and Reflections

(3 hrs)



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**AN 653 -1: Visual Anthropology
Master of Arts in Anthropology
Fourth Semester (Optional)**

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This course focuses on the theoretical and practical importance of photography and videography in ethnographic research. Anthropologists have been using photo cameras, video cameras, and sound recorders for a long time while doing ethnographic field research. This course aims to provide an ethnographic understanding of the visual realities of everyday socio-cultural life in a globalized world. The objectives of the course are: a) conducting training for MA students on how to use a camera as a research tool while doing fieldwork; b) to collect audio-visual information while carrying out "mini-fieldwork"; c) to manage a systematic workflow in editing, and apply their creativity to enhance their storytelling by applying video editing software(s); d) to produce an ethnographic documentary film that contains the theory and methodology of visual ethnography. Teaching modalities include lectures/seminars, ethnographic and documentary film screenings, discussions, camera and editing workshops, and mini-fieldwork.

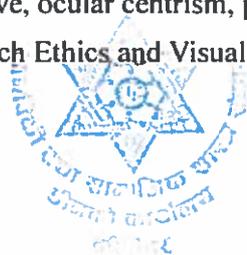
Evaluation/Grading:

The Final grade will be based on the following requirement.

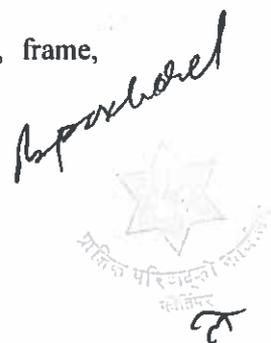
- Attendance- 10%
- Class participation- 10%
- Mini- fieldwork - 15%
- Mini- fieldwork report- 15%
- Final ethnographic film- 50%

Unit I: Introduction of visual anthropology (9)

- Ethnographic, and Documentary Film,
- Visual Anthropology and ways of knowing
- History of Ethnographic Film,
- Types of Documentary films (Expository, Impressionistic, Observational, Reflexive)
- Key Terms and concepts (Agency, data, documentary, figure/ground, frame, narrative, ocular centrism, perspective, reflectivity, representation),
- Research Ethics and Visual Materials



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Required Readings:

- Banks, M. (2007). *Using visual data in qualitative research* (pp. 11-16). Sage Publications
- Barbash, I. & Taylor, L. (1997). *Cross-cultural filmmaking. A handbook for making documentary and ethnographic films and videos* (pp. 15-33). University of California Press.
- Harper, D. (2012). *Visual sociology* (pp. 7-17). Routledge.
- Kharel, D. (2015). Visual ethnography, thick description and cultural representation. *Dhaulagiri Journal of Sociology and Anthropology*, 9, 147-160.
- MacDougall, D. (1998). *Transcultural cinema*. (pp. 61-92) Princeton University Press.
- Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials* (pp. 357-372). Sage Publication.

Film Screening

- Nanook of The North by Robert Flaherty (1922)
(<https://www.youtube.com/watch?v=iLJTU0LuHGM>)
- The Copper Village by Dipesh Kharel & Frode Storaas (2014), 90 min.

Unit II: Visual Ethnographic Fieldwork (18)

1. Visual Ethnographic Fieldwork (3)

Required Readings:

Barbash, I. & Taylor, L. (1997). *Cross-cultural filmmaking. A handbook for making documentary and ethnographic films and videos* (pp. 69-89). University of California Press.

2. Digital Camera Settings and Function (3)

- The Camera's Eye

Required Readings:

Barbash, I. & Taylor, L. (1997). *Cross-cultural filmmaking. A handbook for making documentary and ethnographic films and videos* (pp. 131-170). University of California Press.

3. Camera as an Ethnographic Research Tool (3)

- Picture (composition, Shots and moves, transitions: shooting to edit)
- Sound and Recording Sound
- Film and video accessories
- Preproduction (Crew, fund raising, budget, equipment)

Required Readings:

Barbash, I. & Taylor, L. (1997). *Cross-cultural filmmaking. A handbook for making documentary and ethnographic films and videos* (pp. 90-130; 171-212; 267-275; 280-324). University of California Press.



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4. **“Mini fieldwork”- Fieldwork with a Video Camera (3)**

- Mini- fieldwork project concept submission (Max 300 words):
- Production (Filming in the field)

Required Readings:

- Barbash, I. & Taylor, L. (1997). *Cross-cultural filmmaking. A handbook for making documentary and ethnographic films and videos* (pp. 325-368). University of California Press.

4. **Screening of Rushes and Discussion (6)**

Unit III: Editing Ethnographic Film (12)

1. **Editing Ethnographic Film (3)**

2. **Editing Workshop One (3)**

- Editing system
- Ethnographic audio-visual data and editing
- Logging ethnographic data in editing system
- Discussion of logging and paper edits

2. **Editing Workshop Two (3)**

- Audio- visual editing
- Sound editing in ethnographic documentary film
- Students rough cut process exercise
- Structuring the film with theoretical frameworks
- Basic color correction, sound mixing and exporting
- Draft film and preview screening

4. **Editing Workshop Three (3)**

- Transcribing and subtitling
- Subtitling in ethnographic documentary film
- Post-production

Unit V: Final Film Submission and Screenings: (3)

Unit VI: Photography and visual anthropology (3)

Photography and basic photo editing (in principle)

Unit IV: Interpretation and presenting of visual data (3)

Poster and other forms



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Film Screenings:

The Hunters by John Marshall (1958) 72 min.

Forest of Bliss by Robert Gardner (1986), 90 min

(<https://www.youtube.com/watch?v=ujR31jixpKQ&t=51s>)

The Desert People (1965) 56 min

Children of the Amazon by Denise Zmekhol (2011), 73 min.

Kites by Beata Dziananowicz (2007), 80 min

Three Beautiful Women by Margarita Poseck & Eugenia Poseck (2011), 53 min.

The Ethiopian Iran Smelter and his world Gunnar Haaland, Randi Haaland & Data Dea/(2005) 56 minutes

Dust [CHHAARO] by Deepak Tolange (2016) 50 minutes

A Life with Slate / Dipesh Kharel / 2006 / 59 minutes

1. Tuo Dolphins / Peter I. Crawford/ 2000 /23 minutes

Making Rain / Frode Storaas /2007 / 57 minutes

2. Chidra Piercing Karma in the Himalaya_/(2023) Arik Moran, Nadav Harel

Dead Bird: Tribal Warfare Documentary

(<https://www.youtube.com/watch?v=JRhEWm-CA0M>) A film by Robert Gardner

A Kali Temple Inside Out by Dipesh Kharel & Frode Storaas (2018), 83 min.

Children of the Amazon by Denise Zmekhol (2011), 73 min.

Fish On/Frode Storaas /2007 / 60 minutes

Playing with Nan by Dipesh Kharel & Asami Saito (2012), 88 min.

Photo Wallahs by David Macdougall (1991), 60 min.



AN 654 -2: Anthropology and Globalization
Master of Arts in Anthropology
Fourth Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This course is designed for MA fourth semester students to enhance historical knowledge and current debates of globalization in anthropology. The course examines social and cultural dynamics of globalization, drawing on anthropological theory and ethnographic studies from around the world. With a particular focus on globalization's consequences for individual lives— life possibilities, goals, desires—students will explore the complex and shifting flows of people, ideas, images, capital, and material goods that define the global present. Using ethnographic case studies, the course will interrogate the relationship between the local and the global, theories of globalization “from above” and “from below,” and the question of whether human sociality has been fundamentally transformed by rapidly increasing interconnectivity. Through discussion of its concrete effects on everyday lives “on the ground,” including students’ own, the course asks participants to reflect critically on the discourse of globalization. Throughout, students will attend to linkages between these global-local interfaces of individual and collectives, cultural homogenization and diversification, social and economic inequality, difference, and value.

Course Objective:

The main objective of this course on ‘Anthropology and Globalization’ is to acquaint the graduate students with the conceptual and theoretical domains of globalization with anthropological perspectives and the processes of cultural and economic globalization in Nepal.

On successful completion, students will be able to:

- a. Acquire comprehensive knowledge on cultural and political economic understanding of anthropological debates of globalization.
- b. Engage in debate about an understanding of the historical trajectories of the anthropology of globalization.
- c. Draw upon a broad ethnographic knowledge base for discussing diverse ways globalization affects societies, cultures, and individual lives worldwide.
- d. Discuss methodological and theoretical issues in the anthropological study of globalization.



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- e. Critically engage on globalization discourses and anthropological research implications.

Teaching method

This course will be taught in a seminar mode through the review of a few selected works of the eminent anthropologists. Students will be required to attend the class with preparation of precis by reading the prescribed texts and participate actively in the group discussion. Readings will be suggested and made available by the course professor in advance.

Unit I: Anthropology of Globalization: (12 hrs)

1. Globalizing Anthropology
2. The Anthropology of Globalization
3. Globalization as Representation (Jonathan Friedman page 265-313)
4. Globalization and Migration
5. Global-Local Interface
6. Globalization and Indigenous Cultures
7. Globalization and Peasants

Required Readings:

1. Lewellen, T.C. (2010). *The anthropology of globalization: Cultural anthropology enters the 21st century*. Indian Reprint. New Delhi: Rawat Publications.
2. Friedman, Ekholm Kajsa and Friedman, Jonathan eds. (2008). *Modernities, class, and the contradictions of globalization: The Anthropology of global systems*. UK: Alta Mira Press. (Jonathan Friedman, 265-313)

Unit II: Cultural Dimensions of Globalization (9 hrs)

1. Global Flows
2. Modern Colonies
3. Postnational Locations
4. Globalization from below: the world's other economy

Required Readings:

1. Appadurai, A. (1996): *Modernity at large: Cultural dimensions of globalization*. Minneapolis: The University of Minnesota Press, Minnesota.
2. Appadurai, A. 1999. Globalization and research Imagination. ISSJ 160.
3. Mathews, Gordon, et al., eds. 2012. *Globalization from Below: The World's Other Economy*. London: Routledge (Gorden Mathew, 1-35, 171-235)



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Unit III: Globalization: Historical Trajectories and Political Economy (9 hrs)

1. Global Economy in the Asian Age
2. Power and globalization
3. People and History of globalization

Require Readings

1. Frank, A.G.1998. *ReORIENT: Global Economy in the Asian Age*. New Delhi: Vistaar Publication. (1-51, 321-360)
2. Wolf, Eric (1997[1982]). "Introduction", "The Slave Trade" and "Afterword" In *Europe and People Without History*, Pp. 1-23, 195-231, and 385-392.

Unit IV: Development, Globalization and Biotechnology (9 hrs)

1. Globalization, Disintegration and Reorganization (J. Friedman)
2. The Globalization Movement (D.Graeber)
3. Millennial Capitalism and the Culture of Neo-liberalism (Comaroff and.Comaroff)
4. De-territorialization and Workplace Culture (J.L. Collins)
5. Colonial Encounters in Postcolonial Contexts: Patenting Indigenous DNA and the Human Genome Diversity Project (H.Cunningham).
6. Food and Flesh globalization

Required Readings:

1. Edelman and A. Haugerud (Eds.). (2005). *The anthropology of development and globalization: From classical political economy to contemporary neo-liberalism*. Oxford: Blackwell Publishing (relevant prescribed chapters).
2. Mukhopadhyay,B. 2012. *The Rumor of Globalization: Desecrating the Global from the Vernacular Margins*.London: Hurst and Company.(pages, 87-104, 141-174)
3. Shiva, V. 2013. Seed freedom and food freedom in times of globalization. The M.C.RegmiLecture.
http://www.soscbaha.org/images/DOWNLOADS/mc_2013/mc_2013.pdf-Sujita
4. Scheper-Hughes, Nancy. (2005). The Last Commodity: Post-Human Ethics and the Global Traffic in "Fresh" Organs. In, *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*. Aihwa Ong and Stephen J Collier eds. USA: Blackwell Publishing Ltd. (Page 145-168).

Unit V: Experiences of Globalization in Nepal

1. Cultural politics of market
2. Media culture in Kathmandu
3. Sexuality and food

(9 hrs)

4. Middle class in global market
5. Globalization In Nepal

Required Readings

1. Rankin, K. N.2004. *The Cultural Politics of Markets*. London: Pluto Press.(pages 41-72, 164-186)
2. Shakya, M. (2018). Death of an Industry: The Cultural Politics of Garment manufacturing during the Maoist Revolution in Nepal.(81-96)
3. Liechty, M. (2010). *Out Here in Kathmandu: Modernity on the Global Periphery*. Kathmandu: Martin Chautari Press. (Ch. 6 Carnal Economies: the commodification of food and sex in Kathmandu)
4. Liechty, M. (2008). *Suitably Modern: Making Middle-Class Culture in Kathmandu*. Kathmandu: Martin Chautari. (pages 183-205)
5. Fisher, J. F.2011 Globalization in Nepal: Theory and Practice. The Mahesh Chandra Regmi Lecture.-Pushkar



Pushkar



Kathmandu



AN 555: Thesis writing

Master of Arts in Anthropology
Fourth Semester (Required)
Credit Hours-6

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Unit II. Anthropology of Nation-State

(9 hrs)

- A. Evolution of the Nation-States
- B. Rethinking Theories of the State
- C. The Culture of Politics and the Imagined State
- D. Use of Anthropology in Understanding the New States (Geertz 1973 ch. 12)

Required Readings:

Lewellen, Ted C., 1983. *Political Anthropology: An Introduction*. USA: Bergin and Garvey Publishers Inc. (Chapter 3: PP. 43-65)

Sharma, Aradhana and Akhil Gupta .2006. *The Anthropology of the State*. USA: Blackwell Publishing (pages 1-42, 211-242, 360 - 380)

Geertz, Clifford 1973. *The Interpretation of Cultures* (Chapter 12- pp. 327-344)

Burghart, Richard. 1984. The formation of the concept of Nation-State in Nepal. *The Journal of Asian studies*. Vol. 44 vol.1(pp. 101-124.)

Gupta, Akhil (2006) Blood boundaries: Discourse of corruption, the culture of politics and the imagined state. *The Anthropology of the State*. USA: Blackwell Publishing (PP. 211-242)

Hall, Stuart (2006). Popular Culture and the State. *The Anthropology of the State*. USA: Blackwell Publishing

Recommended reading

Benedict Anderson. 1991. *Imagined Communities: Reflection on the Origin and Spread of Nationalism* (pages 1-9, 37-47)

Unit III Belonging and the Politics of Belonging

(6 hrs)

- a. Belonging and politics of belonging
- b. Territoriality, Indigeneity and Local Attachments

Required Readings:

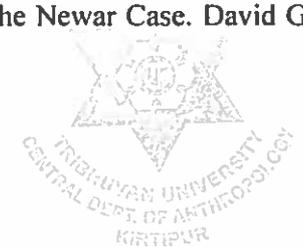
Yuval-Davis, Nira (2006). Belonging and the politics of belonging. *Patterns of Prejudice*, Vol. 40, No. 3, Routledge. (pp 1-19)

Paff-Czarkecka and Gerrard Toffin (eds.), Introduction (2011). *The Politics of Belonging in the Himalayas: Local Attachments and Boundary Dynamics*. New Delhi: SAGE. Page: XI-XXXVIII)

Chapter 1. Hamro Gaon: Practice of Belonging in Rural Nepal. Anne de Sales.(3-24)

Chapter 2. Fluid Belongings: The Weight of Places in a Valley of Western Nepal. Gisele Krauskopff. (25-44)

Chapter 3. Belonging, Indigeneity, Rites, and Rituals : The Newar Case. David Gellner. (45-67)



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Unit IV Ethnic Revival, Resistance and Rituals

(9 hrs)

- A. Concepts and Theories of Everyday Resistance
- B. Revolutionary Politics and Communal Ritual
- C. Ethnic Revival and Maoist Rebellion in Nepal

Required Readings:

Scott, James, C. *Everyday Forms of Resistance* (pp. 33-62).

- 1. Vinthagen, Stellan and Anna Johansson. (2013). "Everyday Resistance": Exploration of a Concept and Theories. *Resistance Studies Magazine*. No. 1.
- 2. Frederich, Paul. 1966 (2006). Revolutionary Politics and Communal Ritual In Swartz, Turner and Tuden (eds.). *Political Anthropology* (pp.191-220).
- 3. Marie Lecomte-Tilouine. 2009. Stereotypes, Alterocentrism, and Alterization in Nepal. *Hindu Kingship, Ethnic Revival, and Maoist Rebellion in Nepal*. New Delhi: Oxford University Press. (PP 1-29)

Unit V: Human Rights, Citizenship, and Collective Violence

(6 hrs)

- 1. Human Right
- 2. Citizenship
- 3. Collective Violence

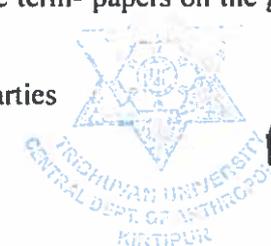
References

- Ong, A. (2007) Citizenship. In *A Companion to the Anthropology of Politics*, edited by David Nugent & Joan Vincent Blackwell publishing (pp. 55-69)
- Heath, D.; Rapp, R.; Taussing, K. (2007). Genetic Citizenship. In *A Companion to the Anthropology of Politics*, edited by David Nugent & Joan Vincent Blackwell publishing (pp. 151-168)
- Wilson, R. A. (2007). Human Rights. In *A Companion to the Anthropology of Politics*, edited by David Nugent & Joan Vincent Blackwell Publishing. (PP. 231-274)
- Tambiah, Stanley J. (1996). *Routinization & Ritualization of Violence*. University of California (PP. 1-23)
2. **Shneiderman, Sara (2003). Violent Histories and Political Consciousness: Reflections on Nepal's Maoist Movement from Piskar Village. HIMALAYA 23(1). (PP 1-11)**

Unit VI. Contemporary Nepali Politics and Anthropological Engagement (6 hrs)

(This unit is allocated for review of the semester and open discussion on anthropological engagement in politics. Students can be asked to write term- papers on the given topics)

- A. Origins, Evolution, and Profiles of Nepal's Political Parties



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B. P. Koirala and Socialism

C. People's Multi-party democracy or Janata ko Bahudaliya Janabad

Required readings

Hachhethu, Krishna (2006). Political Parties of Nepal. *Baha Occasional Papers*

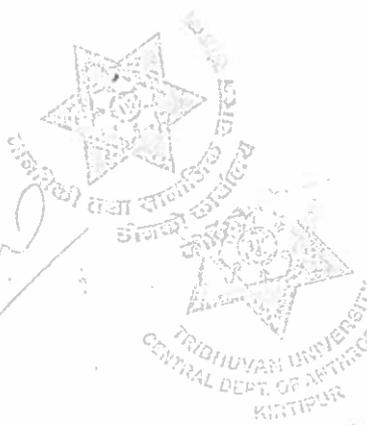
Dhakal, Suresh (2013). Democracy, Democracies and Democracy Discourses in Nepal: An Anthropologist's Engagement, *Dhaulagiri Journal*, Vol. 7.

Parajuli, Shobhakar (२०२०) समाजवाद र बि. पि. कोइराला

Thapa, Surya (2014). *Madan Bhandari Selected works*. Madan-Ashrit memorial Foundation

References

मदन भण्डारीका संकलित रचनाहरु भाग १ देखि भाग ६ सम्म, मदन आश्रित स्मृति प्रतिष्ठान।

Koirala

Approved

AN 657 -4: Anthropology of Tourism
Master of Arts in Anthropology
Fourth Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

This course provides an introduction to tourists, tourism and their typologies. The course highlights on the major anthropological issues and concerns in anthropology of tourism. In addition to this, the course gives general ideas on tourism ethnography and theoretical perspectives in anthropology of tourism. It also aims to familiarize the students with literatures of anthropology of tourism in Nepal.

Course Objectives:

By the end of this course, students should be able to:

- Understand basic concepts of tourism, tourists and typologies.
- Get a general idea of the issues and theoretical approaches in the anthropology of tourism.
- Grasp the ideas regarding tourism and development
- Understand adventure tourism in Nepal with history and issues
- Have an idea on tourism ethnography and anthropological research in Nepal.

Unit I: Introduction to Anthropology of Tourism (6 hrs)

- Basic concepts: Tourism, Tourism Typologies; cultural tourism, adventure tourism, sex tourism, eco-tourism; Tourists and tourists' typologies.
- Tourism as a subject to Anthropology

Unit II: Issues in Anthropology of Tourism: (9 hrs)

- Tourism, Globalization and culture change
- Tourism, power and ethnic identity
- Commoditization of Culture and Nature

Unit III: Theoretical Trends and Debates in Anthropology of Tourism (9 hrs)

- Classical Theories in anthropology of Tourism and Leisure
- Tourism and Contemporary anthropological theories: Marxism, Gender, Power theory,
 - Post-structuralism and post-modernism

Unit IV: Tourism and Development Theories (6 hrs)

- Modernization, Dependency, Community development, Sustainable tourism development



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Unit V: Adventure Tourism and Anthropological Issues in Nepal (9 hrs)

- Historical development
- Sahibs, Sherpas and Non- Sherpas in Tourism and Mountaineering
- Adventure tourism and High altitude porters

Unit VII: Tourism Research (9 hrs)

- Ethnography in Tourism
- Tourism and Anthropological research in Nepal

Required Readings

Unit I Introduction to Anthropology of Tourism

- Basic concepts: Tourism, Tourism Typologies; cultural tourism, adventure tourism, sex tourism, eco-tourism; Tourists and tourists' typologies
- Tourism as a subject to Anthropology

Burns, P. (1999). *An Introduction to tourism and anthropology*. Routledge.

Graburn, H. N. (1983). The anthropology of Tourism. *Annals of Tourism Research*, vol. 10, pp 9-33.

Unit II Issues in Anthropology of Tourism:

- Tourism, Globalization and culture change

Cole, S. (2008). Theoretical Issues in anthropology of tourism. *Tourism, culture and development: Hopes, dreams and realities in east Indonesia*. Channel View Publication, Scotland, p. 17-39.

Telfer, D. & Sharpley, R. (2008). Globalization and Tourism. *Tourism and development in developing world*. Routledge, p. 57-79.

- Tourism, power and ethnic identity

Grunewald, R. (2006). Tourism and ethnicity. *Horiz.antropol.vol. 1 no.se Porto Alegre*.

Wood, R. (1997). Tourism and the state: Ethnic options and constructions of otherness. In Picard, M. & Wood, R, (Ed.) *Ethnicity and the state in Asian and pacific societies* (p,1-34), University of Hawai'i Press.

Mowforth, M. & Munt, I. (1998). Power and Tourism. In Mowforth, M. & Munt, (Ed.) *Tourism and sustainability: New tourism in the Third World*. Routledge 11, New Fetter Lane, London, p 44-83

Carrier, J. & Macleod, D. (2010). Tourism, Power and Culture: Anthropological insights. In Macleod, D. & Carrier, J. (Eds.) *Tourism, Power and Culture; anthropological insights* (pp. 3-20). Channel View Publications, Toronto.

- Commoditization of Culture and Nature

Greenwood, D. (1989). Culture by pound: An Anthropological perspective on tourism as cultural commoditization. In Smith, V. (Ed.), *Hosts & guests: The anthropology of tourism* (pp. 171-186). University of Pennsylvania Press, USA.



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Johnston, B & Edward, T. (1994). The commodification of mountaineering. *Annals of Tourism Research*, vol. 21(3), pp. 459-478.

Shepherd, R. (2002). Commodification, culture and tourism. *Tourists Studies*, 2(2), 183-20

Unit III Theoretical trends and debates in Anthropology of Tourism

- Classical Theories in anthropology of Tourism and Leisure

Nash, D. (1989). Tourism as a form of imperialism. In Smith, V. (Ed.), *Hosts and guests: The Anthropology of tourism* (pp.37-52). University of Pennsylvania Press, Philadelphia

Graburn, N. (1989). Tourism: The sacred journey. In Smith, V. (Ed.), *Hosts and guests: The Anthropology of tourism* (pp.21-36). University of Pennsylvania Press, Philadelphia

- Tourism and Contemporary anthropological theories: Marxism, Gender, Power theory, Post-structuralism and post-modernism

Graburn, N. & Salazar, N. (2014). Introduction: Toward an anthropology of tourism imaginaries. In Graburn, N. & Salazar, N. (Ed) *Tourism Imaginaries anthropological approaches* (p. 1-28). Berghahn, Oxford, New York.

McGuckin, E. (2005). Travelling paradigms: Marxism, post-structuralism and the uses of theory. *Anthropologia*, 47, p. 67-79.

Cheong, S. & Miller, M. (2000). Power and Tourism: A Foucauldian observation. *Annals of Tourism Research* 27(2), p. 371-390.

Brennan, D. (2004). Women work, men sponge, and everybody gossips: Macho men and stigmatized/ing women in a sex tourist town. *Anthropological Quarterly*, vol. 77, No. 4. Pp 705-733.

Unit IV Tourism and development Theories

- Modernization, Dependency, Community development, Sustainable tourism development

Sharpley, R. (2002). Tourism: A vehicle for development? In Sharpley, R & Telfer, D (Ed.) *Tourism and development: concepts and issues* (pp, 1-10). Channel View Publications.

Telfer, D. (2002). The evolution of tourism and development theory. In Sharpley, R & Telfer, D (Ed.) *Tourism and development: concepts and issues* (pp, 11-34). Channel View Publications.

Regi, T. (2014). The anthropology of tourism and development in Africa: Mobile identities in a pastoral society in South-Ethiopia. *Int. J. Tourism anthropology*. Vol. 3, No. 4. P. 302-324.

Harrison, D. (2015). Development Theory and Tourism in developing countries: What has theory ever done for us? *IJAPS*, vol. 11, supplement 1, pp. 53-82.



Research

Unit V Adventure Tourism and anthropological issues in Nepal

• Historical development

Leitchy, M. (2017). Adventure Nepal: Trekking, Thamel, and the New Tourism. Far Out: Countercultural Seekers and the Tourists Encounter in Nepal. The University of Chicago Press, p. 297-322).

• Sahibs, Sherpas and Non- Sherpas in Tourism and Mountaineering

Ortner, S. (1999). Life and death on Mt. Everest: Sherpas and Himalayan mountaineering (pp.26-89). Oxford University Press.

Shrestha, K. (2023). Rising Participation of Non-Sherpa in Mountaineering in Nepal. *Journal of Tourism and Himalayan Adventures*, DOI: <http://doi.org/10.3126/jtha.v5i01.56188>.

• Adventure tourism and High-altitude porters

Frydenlund, S. (2017). Labor and race in Nepal's indigenous nationalities discourse: Beyond 'tribal' vs Peasnat' categories. *Himalaya, the Journal of the Association for Nepal and Himalayan Studies*, 37(1), 26-37.

Shrestha, K. (2018). Dreams of dollar at high altitude: An anthropological study of porters involved in trekking around Khumbu region, Nepal. In Uprety, L., Pokharel, B., Rai, J. Dhakal, S. & Lama, M. (Eds.), *Contemporary Nepali Social and Cultural Anthropology: A reader* (pp. 382-406). Centre Department of Anthropology, University Campus, Tribhuvan University, Kirtipur Nepal
Adams, V.

Unit VII Tourism Research

• Ethnography in Tourism

Burner, E. (1995). The Ethnographer/ Tourists in Indonesia. In Lanfant, M., Alcock & Burner, M (Ed), *International Tourism: identity and change* (p, 224-241). Sage Publications.

Moutafi, V (2000). The self and the other: traveler, ethnographer, tourist. *Annals of Tourism Research, A Social Science Journal*. Vol. 27(1), p 203-224.

• Tourism and Anthropological research in Nepal

Guneratne, A. (2001). Shaping the tourist's gaze: Representing ethnic difference in a Nepali village. *Royal Anthropological Institute*, 7(3) 527-543.

Teague, K. (1995). Tourism, anthropology and museums: Representations of Nepalese reality. *Journal of Museum Ethnography*, (7) 41-62.

Lim, F. (2007). Hotels as sites of power: Tourism, status and politics in Nepal Himalaya. *Royal Anthropological Institute* 13(3) 721-738.

Linder, B. (2017). Of "tourist" places: The cultural politics of narrating space in Thamel. *Himalaya, the Journal of the Association for Nepal and Himalaya Studies*, vol 37(1) p. 41-56. [https:// digitalcommons.maclester.edu/Himalaya/vol37/iss1/10](https://digitalcommons.maclester.edu/Himalaya/vol37/iss1/10)



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AN 658 -5: Economic Anthropology
Master of Arts in Anthropology
Fourth Semester (Optional)

Credit Hours:	3
Teaching hours:	48
Full marks:	100
Internal Evaluation:	40
Final Evaluation:	60

Course Description and Objectives:

Economic Anthropology is a field that attempts to explain human economic behavior in its widest historic, geographic, and cultural scope. It is an amalgamation of economics and anthropology. Economic Anthropologists study economic processes, but their approach is different from that of economists. Economic anthropologists are concerned with all forms of production, circulation, consumption, monetary, or not.

Hence, this course introduces the concepts, theories, and methods of economic anthropology. The course also offers economic anthropology's contribution to understanding human behavior, making collective humanity, and cultural differences.

Economic anthropology, as a sub-discipline within anthropology, has a more holistic and broader perspective on studying human economic aspects than the 'mainstream' or classical economists do. It follows a comparative method to understand economic activities including the exchange of goods and services as well as reciprocities across different cultures and societies. The course encourages students to explore and analyze interconnecting trajectories of economic aspects of broader social, cultural, and political contexts of societies.

Unit I Concept and Scope of Economic Anthropology (6 hrs)

- i. Economic anthropology: An undisciplined discipline
- ii. Debate in social sciences: Formalist-substantivist debate
- iii. Economics and the problem of human nature

Required Readings:

1. Wilk, R., (1996). *Economies and Cultures: Foundations of Economic Anthropology*. Colorado: Westview Press. (Chapter 1: pp. 1-42)
2. Polanyi, K. (1958). "The economy as instituted process", In Polyani, K.; Arensberg, C.M; and Pearson, H.W., (Eds.) *Trade and market in the early empire: Economies in history and theory*. Chicago: A Gateway Edition. (Chapter XIII: pp. 243-270)

Unit II Classical Economics

(6 hrs)



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- i. Economy: From the ancient world to the age of the internet
- ii. Human morality and cultural economics
- iii. A diverse spectrum of economic anthropology

Required Readings:

Hann, C.; and Hart, K., (2011). *Economic anthropology: History, ethnography, critique*. Malden, USA: Policy Press. (Chapter II: Economy from the ancient world to the age of the Internet: pp. 18-36 & Chapter V: After the formalist-substantivist debate: pp. 72-99).

Wilk, R., (1996). *Economies and cultures: Foundations of economic anthropology*. Colorado: Westview Press. (Chapter V: The Moral Human; pp. 103-134)

Unit III Gift Exchange and Reciprocity

(9 hrs)

- i. The exchange of gift: Economic, social and cultural aspects
- ii. The exchange of gift: Survival in early literature
- iii. Moral grounds of economic relations
- iv. Sociology of primitive exchange

Required Readings:

Mauss, M., (1990). *The Gift: The forms and reasons for exchange in Archaic Societies*. London: Cohen and West Ltd.

Graeber, D., (2011). *Debt: The first 5,000 years*. Melville House. (Chapter V: Moral grounds of economic relations; pp. 89-126).

Sahlins, M., (1974). *Stone age economics*. Chicago: Aldine. (Chapters V: Sociology of primitive exchange; pp. 185-275)

Unit IV Commodity and Modes of Production

(6 hrs)

- i. Production, commodity, and commodity fetishism
- ii. Concept of the mode of production in anthropology

Required Readings:

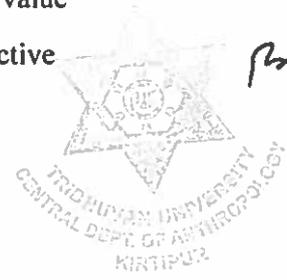
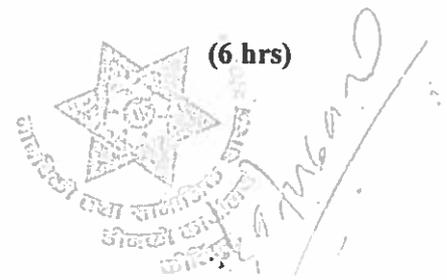
1. Rubin, I.I., (2008). *Essays on Marx's Theory of Value*. AAKAR. (Chapter 1: pp. 1-60)

2. Graeber, D., (2006). Modes of production inside out: Or why capitalism is a transformation of slavery. *Critique of Anthropology*, Vol. 26(1), 61-85.

Unit V Concept of Value in Anthropology

(6 hrs)

- i. The notion of value and anthropological theories of value
- ii. Marxian Value Theory: An Anthropological Perspective



Required Readings:

- Graber, D., (2005). Value: anthropological theories of value", in Carrier, J.G., (Eds.), A handbook of economic anthropology. Cheltenham: Edward Elgar Publishing Limited. (Chapter 27: pp. 439-454)
- Harvey, D., (2006). *Limits to capital*. Verso. (Chapter I: Use and exchange value; pp. 5-23)
- Graeber, D., (2001). *Toward an anthropological theory of value: The false coin of our own dream*. New York: Palgrave. (Chapters 1: Three ways of talking about value; pp. 1-23)
- Turner, T., (2008). Marxian Value Theory: An Anthropological Perspective. *Anthropological Theory*, Vol. 8 (1) pp. 43-56.

Unit VI Globalization

(6 hrs)

- i. Capitalism and culture of neo-liberalism
- ii. Globalization, neo-liberalism, and cultural aspects of economy

Required Readings:

- Comaroff, J.; and Comaroff, J., L., (2005). "Millennial capitalism and the culture of neoliberalism", In Marc Edelman and Angelique Haugerud (Eds.), *The anthropology of development and globalization: From classical political economy to contemporary neoliberalism*. Malden: Blackwell Publishing. (Chapter 11: pp. 177-188)
- Rankin, K.N., (2004). *Cultural politics of markets: Economic liberalization and social change in Nepal*. University of Toronto. (Chapter 1: Cultural politics of market; pp. 1-40)

Unit VII Critical Reviews of Ethnographic Works from Nepal

(6 hrs)

Required Readings:

- Dahal, D. R., (1981). Concept of Economy in a Peasant Society: A Case Study of the Athpahariyas of East Nepal. *Contributions to Nepalese Studies* Vol. VIII(2), CNAS. pp. 55-71.
- Fortier, J., (2008). *Kings of the Forest: The Cultural Resilience of Himalayan Hunter-Gatherers*. Kathmandu: Mandala Book Point. (Chapters 7: Economy and Society, pp. 114-131)

Unit VIII Review and Course Evaluation

(3 hrs)

Review and reflections: Revisit of the previous classes, conclusion, and course evaluation.

