

UNIT - 1 ANTHROPOLOGICAL RESEARCH METHODS AND TECHNIQUES

Students of Anthropology at plus two classes have already been acquainted with some anthropological researches and field works carried out by earlier anthropologists. They are also familiar with other types of social enquiries made by several people including journalists. The difference of such enquiries from scientific study using specific research methods and techniques and the need to develop specific research skills for social scientists in general and anthropologists in particular are examined in this unit.

The pseudo sciences are on the increase in our contemporary society. As a pre requisite to conduct anthropological researches, students must develop positive attitude against such unscientific practices and promote scientific and rational thinking. In order to that a basic understanding of anthropological research methods and techniques is necessary.

The teachers who transact this subject should consider the age and nature of the learner and should take sufficient care and precaution to limit the topic according to the requirements of higher secondary students. Earnest efforts should be made to impart the topic with practical training by giving maximum field exposure to the learners. Then only the field based nature of Anthropology will be reinforced in the minds of the learners. In fact, this first unit is a forerunner to all the ensuing units because the subject matter of such units is, by and large, the result of anthropological research activities pursued by anthropologists across the globe employing scientific methods, approaches and perspectives.

Unit frame of this unit is given below. Detailed analysis of one learning outcome is given in this unit. Remaining learning outcomes are also to be transacted similarly utilising the learning process given in the unit frame.

Values and Attitudes: Attitude against pseudoscientific practices and to develop scientific and rational thinking

Concepts/Ideas	Process/Activity with Assessment	Learning Outcome
<p>Scientific Research in Anthropology</p> <ul style="list-style-type: none"> • Science and Scientific method • Characteristics of Scientific Method 	<ul style="list-style-type: none"> • Recollects Isaac Newton’s story of fall of apple and invention of theory of gravity. • Discussion on human curiosity and instinct to seek knowledge through scientific enquiry. • General discussion on enquiries made by journalists and other lay people on social issues and how it differ from scientific enquiry with special reference to Anthropological research. • Group discussion of research in physical/ biological science and social science. Social science research and anthropological research. • Discuss the meaning of science in certain advertisements like ‘the product is scientifically proved’ Find out the etymological meaning and dictionary meaning of science and prepares chart. • Arrives at a definition of science and scientific method through group discussion. • Classify the facts or knowledge aspect and the method of investigation 	<p>After completing this unit, the learner will be able to:</p> <p>1.1 Develop scientific outlook, approach and attitude to understand social aspects, events and issues.</p>

	<p>involved in a scientific method and prepares a chart on process and product in science.</p> <ul style="list-style-type: none"> • General discussion on the characteristics of scientific method and prepares a chart/ poster on it. 	
<ul style="list-style-type: none"> • Steps of scientific method • Subjectivity and Objectivity in Scientific Research • Anthropology as a Science 	<ul style="list-style-type: none"> • Group discussion on the steps in preparing a project report. Prepares a chart showing steps of scientific method through teacher interaction. • Discussion why there is difference in reporting news in different media. • What would happen if such things happen in research? How far media reporting differ from anthropological research? • General discussion on subjectivity and objectivity in research. • Debate on how far objective is anthropological research? • General discussion. Is Anthropology a science or pseudo science? Why? 	1.2 Identify and distinguish the different stages of scientific method and uphold objectivity in anthropological research.
<p>Method, Methodology, Approaches and Perspectives</p> <ul style="list-style-type: none"> • Approaches of Anthropological Research 	<ul style="list-style-type: none"> • Discuss how can an anthropologist study family structure, dispute settlement, infanticide and many other social issues in groups? • Students collect details regarding method methodology, approach and 	1.3 Distinguish research method and methodology, approach and perspectives to employ

<ul style="list-style-type: none"> • Comparative Method • Cross cultural Comparison • Historical Method • Ethnographic method • Anthropological Data • Primary and Secondary Data • Qualitative and Quantitative Data • Qualitative and Quantitative Research 	<p>perspectives from internet or other sources and differentiate one another.</p> <ul style="list-style-type: none"> • A poster/ chart is prepared comparing method methodology, approach and perspectives. • Teacher interacts on the difference between research method, technique and tools. • General discussion on the difference between a case study method and interview technique or observation method and questionnaire. • A chart showing method techniques and tool is prepared. • Select a suitable topic for group discussion (like family, marriage etc.) Discussion on various method/ approaches for studying the above topic. How family or marriage is studied using comparative method, cross-cultural method and historical method. • Group discussion on the benefits /merits of comparative, cross cultural and historical method. • List out topics using comparative, cross cultural and historical method. • Recollects ethnography and classical anthropological field work conducted in India and abroad. 	<p>judiciously in anthropological research</p>
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	<ul style="list-style-type: none"> • Article preparation on comparative, cross cultural historical and ethnographic method. • Discussion on the importance of ethnographic method in Anthropology. Prepares chart conducting ethnographic research. • Debate on ‘could ethnographic field work be possible even in a virtual site like face book, whats App and twitter’ today. • Discussion on the need of collecting accurate and adequate data. • What will be happen if census data are wrong and misleading? • How to overcome such difficulties? • Recollects the types of data studied earlier. • Discussion on primary and secondary data and qualitative and quantitative data in Anthropology and other social sciences like Economics. • General discussion on Qualitative and Quantitative Research methods. • Preparation of chart comparing two methods in groups. 	
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<p>Methods in Anthropology</p> <ul style="list-style-type: none"> • Observation as a method • Case study Method • Genealogical Method • Survey Method 	<ul style="list-style-type: none"> • ICT: collect details from internet sources on observation method. • Group Discussion on ‘how to conduct an observation’ • Field visit to nearby areas like home, bus stop, and shop. For observation of an event without participating in it. Then conduct an observation by actively participating in it. • Group discussion. Report details of both observation in groups and present their findings. Its merits and demerits. Merits of participant observation with the following points. <ul style="list-style-type: none"> - <i>Is it helpful to acquire true information?</i> - <i>Is it helpful to acquire wider information?</i> - <i>Is it helpful to observe of Natural Behaviour?</i> - <i>Is it enabling the researcher to gain greater insights and apprehension of the phenomena?</i> Demerits of participant observation with the following points. <ul style="list-style-type: none"> - <i>Does participant observer require longer time to spend with the group?</i> - <i>Is there any observer’s bias? May the observer develop emotional attachment to certain groups?</i> - <i>Do all phenomena and behaviour are</i> 	<p>1.4 Use various methods and techniques of data collection in field research.</p>
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	<p><i>open to observation?</i></p> <ul style="list-style-type: none"> - <i>Will the observer acquire any special status in the group? Does it distract the aim of the researcher?</i> - <i>Does the presence of an outsider affect the actual behaviour of the group?</i> - <i>Is it possible to collect historical data through participant observation</i> - <i>What about the resources, time and money needed for participant observation?</i> <ul style="list-style-type: none"> • Teacher inputs on observation and its classifications. • CWSEN Preparation of chart/mind mapping on types of observation. • General discussion on case study and genealogical method. Prepare a case study on any topic and presentation and discussion. • ICT Slide/ digital presentation of sources, advantages and limitations of case study. • Field visit. Select one or two households and collect genealogical data for at least three generations. • Art Education/ ICT. Prepare a genealogical chart manually or present it digitally utilising any presentation software like open office impress. Draw 	
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	<p>the kinship symbols and exhibit in the class room.</p> <ul style="list-style-type: none"> • Art Education/ ICT. A working model of genealogical chart can also be attempted. • Self Assessment/ Peer Assessment – find out the degree of kinship ties, descent, locality, sex ratio etc. Exchange the genealogical chart among students and find out the above aspects. • ICT. Collect details of survey method, its characteristics, procedure, types of surveys, advantages and limitations from internet or other sources like books and journals. • Group Discussion. On each topic listed above. Each group can be allotted a topic for discussion and presentation. • Teacher evaluation. Participation in group discussion and consolidated discussion report for evaluation. 	
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<p>Tools and Techniques of Anthropological Research</p> <ul style="list-style-type: none"> • Questionnaire • Interview • Schedule 	<ul style="list-style-type: none"> • Teacher interaction on tools and techniques of anthropological research. Collect details on the topic with special emphasis on questionnaire, interview and schedule. • Group Discussion. Each group assign separate topics (on questionnaire, interview and schedule) for data collection and discussion in groups. • CWSEN/Art Education. Prepare a flow chart on types of interview • Workshop Select a topic for survey and a work shop for preparation of questionnaire and schedule can be conducted. Check the prepared questionnaire with a checklist. The characteristics of good questionnaire provided in the text book can be converted in to a check list for this purpose. • Field Visit. The prepared questionnaire/schedule can be utilised for survey. Survey results are consolidated and report presented. 	<p>1.5 Design suitable research tools for anthropological research.</p> <p>1.6 Describe classical anthropological fieldworks conducted by the famous anthropologists in India and abroad.</p>
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<p>Research Design</p> <ul style="list-style-type: none"> • Essentials of a good Research Design • Steps in preparing a Research Design • Writing a Research Report 	<ul style="list-style-type: none"> • General discussion on ‘what we do if we want to construct a house? Design a tour programme. • Discuss how can we design a research programme? • Teacher interaction on research design, steps of research design etc. • Workshop on research design - Select a topic for research for field work to be conducted during <i>onam</i> vacation and prepare a design for each student and prepare their own research design. • General discussion on writing research report. • Field work. Conduct a field work during <i>onam</i> vacation based on the research design prepare earlier. • Teacher evaluation. A research report based on field work has to be presented. 	<p>1.7 Plan the entire process involved in conducting a research study and creates a research proposal.</p>
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LO 1.2 Identify and distinguish the different stages of scientific method and uphold objectivity in anthropological research.

Concepts / Ideas

- Steps of scientific method
- Subjectivity and Objectivity in Scientific Research
- Anthropology as a Science

Periods 3

After a brief discussion and introduction on steps in scientific method, students are asked to discuss in groups on ‘the steps in preparing a project report’. The following discussion points can be effectively utilised.

- Selection of a problem
- Preparation of an action plan for research
- Data collection
- Data analysis
- Conclusion

Consolidation

- Formulation of a problem
- Preparation of a research design
- Collection of data
- Analysis and interpretation of data

The students are also asked to prepare a chart showing steps of scientific method through group discussion and teacher interaction.

Teacher assessment: Each student is asked to select a problem for research individually and write the steps of scientific method for portfolio assessment.

Teacher distributes different Malayalam/English news paper reports on the same news or exhibits a digital presentation and a general discussion is initiated on ‘why there is difference in reporting news in different media?’ Teacher consolidates this discussion towards subjectivity in news

Types of cross-cultural research

The cross-cultural research has been divided into several types.

The first is Regional comparative cross-cultural research. This approach is an attempt to define classifications of cultures and to then make inferences about processes of diffusion within a cultural region.

The second type is small-scale regional comparison. It is also called it “controlled comparisons” which is based on the assumption that, it may make it easier to rule out possible effects of similarity in history, geography, and language.

The third type is large-scale within-region research. It generally tries to arrive at classifications of cultures in order to make inferences about processes of diffusion and historical ancestry.

The fourth type of cross-cultural research is Holocultural analysis or worldwide cross-cultural analysis. In this approach, cultural traits are taken out of the context of the whole culture and are compared with cultural traits in widely diverse cultures to determine patterns of regularities and differences within the broad base of the study.

The fifth type is coding which implies that data can be collected in either directly from ethnographic reports or from coded ethnographic sources or previous holocultural studies.

The last type of cross-cultural research is inferential studies. These are used to answer important or challenging questions such as “so what?” or “What does it mean?”

reporting. Then a group discussion on subjectivity and objectivity in social science research is initiated.

Discussion points:

- What would happen if such things happen in research?
- How far media reporting differ from anthropological research?
- Influence of likes/dislikes, feelings, emotions and attitudes of researcher in research.

Although observation is basically an anthropological research method, early forms of participant observation was used by French mining engineer turned sociologist *Piette Le Play* (1806-1892).

Consolidation
 Anthropology applies the principles of science to study human behaviour in the same way as natural, physical and biological sciences do. Hence, Anthropology is a science like any other science.

A **debate** on objectivity in anthropological research is also conducted. The debate report should be incorporated in the portfolio.

Teacher interacts on the scientific methods adopts in anthropological research and in a general discussion it is concluded that anthropology is a science.

Qualitative Research		Quantitative Research
Objective	To gain a detailed understanding of underlying reasons.	To quantify data to generalise
Purpose	To understand Why? How? What is the process? What are the influences or contexts?	To measure, count, quantify a problem. How much? How often? What proportion?
Data	Data are words (called textual data)	Data are numbers or numerical data
Study population	Small number of participants	Large sample size of population
Data collection methods	In-depth interviews, observation, group discussions	Population surveys, opinion polls.
Analysis	Analysis is interpretive	Analysis is statistical
Out come	To develop an initial understanding	To generalise to a wider population

(Adapted from Hennink Monique et.al; 2011; page 16) The above table explains the major difference between qualitative and quantitative research. Expand the table incorporating more points from the description given above on qualitative and quantitative research method.

Repository of CE Activities

a. Process Assessment

Participation in discussion, debates, seminars and class room activities has to be evaluated by fixing indicators for each learning process. In order to fulfill the process of continuous evaluation self assessment, peer assessment and teacher assessment has to be done prudently. The indicators like participation, conceptual understanding, and attainment of skills, performance/presentation, and recording / preparation are to be fixed for assessing learning process.

For self assessment and peer assessment appropriate tools/indicators may be adopted. Examples are given below.

<p>Self assessment</p> <ul style="list-style-type: none"> • Could I convey my ideas/ concepts • Could I classify/ write/ draw..... • Could better conceptual understanding have helped me to better my performance • Could I get conceptual clarification 	<table border="1"> <thead> <tr> <th style="text-align: left;">Peer assessment Attributes/indicators</th> <th style="text-align: center;">Group/</th> <th style="text-align: center;">Group/</th> <th style="text-align: center;">Group/</th> <th style="text-align: center;">Group/</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Contribution</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Understanding concept</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Peer assessment Attributes/indicators	Group/	Group/	Group/	Group/	Participation					Contribution					Understanding concept				
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b. Portfolio Assessment

Indicators like conceptual clarity, assimilation of concepts, appropriate layout, design, structure, completion originality etc may be fixed for assessing portfolio. Selected item from the following products are to be assessed.

1. Note/ write up on science and scientific method
2. Discussion report/ chats on characteristics of scientific method
3. Chart/ digital presentation on steps of scientific method.
4. Classification chart/poster/ working model On process and product of scientific method
5. Write up on subjectivity and objectivity in scientific research.
6. Debate report on the topic ‘is anthropological research objective’.
7. Poster/ chart comparing method, methodology, approach and perspectives.
8. Chart comparing research method, technique and tools with examples.

9. Article preparation on comparative, cross cultural historical and ethnographic method.
10. Poster showing the topics for comparative, cross-cultural and historical method.
11. Chart showing ethnographic research.
12. Debate report on could ethnographic field in virtual site like face book, whatsApp and twitter today.
13. Chart showing primary, secondary, qualitative and quantitative data.
14. Report on Qualitative and Quantitative Research methods.
15. Participant and non-participant observation reports.
16. Chart on merits and demerits of participant and non-participant observation.
17. Flow chart/Mind map on types of observation.
18. Case study report.
19. Genealogical chart/working model.
20. Slide/ digital presentation of sources, advantages and limitations of case study
21. Survey report on selected topic.
22. Interview schedule.
23. Questionnaire.
24. Mind map/flow chart on types of interview.
25. Research design
26. Research report based on Field work.

TE Questions

1. Fill in suitably from the options given below (LO 1.1, 1.3, 1.4) (Score 4)
 - (a) Any subject is called science because of
 - (b) Quantitative data is easy for.....
 - (c) A participant observer collectsdata.
 - (d) We getdata from reference books.

(Scientific method, Primary, calculation and tabulation, Secondary)
2. Select important characteristics of scientific method from below (LO 1.2) (Score 3)

(Empirical, systematic, subjective, replicable, irrational)
3. Sequentially arrange the following steps of scientific method. (LO 1.2)

- (Collection of data, preparation of research design, drawing conclusion, formulation of problem, analysis of data) (Score 5)
4. Two aspects of science are given below. Arrange them into suitable headings. (LO 1. 2)
(Problem formulation, principles, conclusions, equations, experiments, hypothesis, formula, theory, Law, Field work) (Score 5)
 5. Prepare a chart comparing qualitative and quantitative method (LO 1. 3) (Scores4)
 6. Classify the types of observation in a chart and write any two merits and demerits of any one (LO 1.4) (Scores4)
 7. Differentiate schedule and questionnaire. (LO 1.4) (Scores3)
 8. If you are asked to interview a Shaman (LO 1.4) (Scores8)
 - (a) What preparations would you take before the interview.
 - (b) Write the process of the proposed interview.
 - (c) Prepare a flow chart showing the types of interview.
 - (d) Compare any two types of interview in a chart.
 9. Prepare a research design to study the problems of “Problems of tribals in Kerala” (LO 1.7) (Scores 8)
 10. Examine the importance of Ethnographic method in Anthropology by citing two examples of ethnographic works (LO 1.6) (Score 3)
 11. Find the odd item and justify (LO 1.2, 1.3) (Score 3)
 - (a) Historical, Political, Cross cultural, Comparative
 - (b) Observation, Classification, Interpretation, Acculturation
 - (c) Experiments, Formulas, Theories, Principles
 12. Match Column A with B and C (LO 1.3, 1.4) (Score 3)

A	B	C
Primary data	Participant observation in native language	Trobriand Islanders
Field work	Observation	Systematic recording of field data
Malinowski	Ethnographic method	Qualitative Data

13. Which of the following concepts related to Case study method are correct? (LO 1.4)

A. Case study is intensive study of a case

B. Case study is comprehensive and detailed study of a case

C. Case study helps to understand the hidden dimensions of human life

D. Anthropologists study the case history of an individual

(a) A, B, C and D are incorrect

(b) A, B, C and D are correct

(c) A,B and C are incorrect and D is correct

(d) A,B and C are correct and D is incorrect

(Score 1)

14. Classify the content of a research report and explain each. (LO 1.7)

(Score 3)

UNIT 2: ANTHROPOLOGICAL THEORIES OF CULTURE

Any subject is called science when it is enriched with scientific knowledge and theoretical background. Anthropology as a scientific discipline originated and evolved through different phases from the period of Greek philosophers such as Herodotus and Aristotle. Later on their contributions influenced much in the development of theoretical knowledge in anthropology. As anthropology is a holistic study of human beings, it focuses both on biological as well as sociological aspects. It emerged as a separate branch of knowledge during nineteenth century with the path breaking theories on the biological and cultural evolution. It is already admitted that evolution not only takes place in biological phase but also in cultural phase. Students have already familiarised with biological theories of Lamarck, Charles Darwin, Hugo-de-Vries and Gregor Mendel in plus one class.

This unit covers major cultural theories put forwarded by the anthropologists like E B Tylor, L H Morgan, W H R Rivers, G E Smith, Franz Boas, Clark Wissler, Radcliffe Brown, Malinowski, Levi Strauss, Ruth Benedict and Margaret Mead. Earnest attempt has been made to convey it in rather simple way to the level of learners. Teacher should take effort to create among the learners, positive attitude towards understanding and analyse contemporary societies, culture and the transformations taking place in it.

Unit frame of this unit is given below. Detailed analysis of one learning outcome is given in this unit. Remaining learning outcomes are also to be transacted similarly utilising the learning process given in the unit frame.

Values and Attitudes:

Positive attitude to understand and analyse other culture and societies

Concepts/Ideas	Process / Activity with Assessment	Learning Outcome
<p>Cultural Evolutionism</p> <ul style="list-style-type: none"> • Classical Evolutionism: British, American, German • Neo-Evolutionism: British, American • Typology of Cultural Evolution: Unilinear, Universal, Multilinear 	<ul style="list-style-type: none"> • General discussion on simultaneous inventions in human history. • Group discussion on the phenomena in physical/biological /social science domains. • Recollecting the contributions of Greek philosophers and social thinkers in the formative phase of Anthropology. • General discussion on the origin and development of anthropological theory. • Chart preparation on different cultural theories in anthropology • Teacher interaction on the meaning of evolution in biological and socio-cultural aspects. • Learners prepare definition of cultural evolution based teacher interaction. • Teacher interaction on different evolutionists – classical and neo-evolutionists. • Chart preparation on classical and neo-classical evolutionists. • Slide preparation on classical and neo-classical evolutionism (ICT). • General discussion on the contributions of different anthropologists in classical evolutionism • Learners prepare and present articles on the contribution of British, American and German classical anthropologists. 	<p>After transacting this unit the learner will be able:</p> <p>2.1. Identify the concepts and ideas related to various theories of cultural evolutionism, compare, classify different schools of evolutionism and illustrate the parabolic style of cultural development.</p>

	<ul style="list-style-type: none"> • Slide presentation of neo-evolutionism and general discussion on the evolution of culture in the form of parabolic curve. <i>(The first two LOs listed in the text book is modified as listed in LOs 2.1 and 2.2.)</i> • Preparation of chart of evolution in the form of parabolic curve. • Teacher interaction on the contribution of British and American neo-evolutionists. • General discussion on typology of evolution- Unilinear, Universal, Multilinear. • Report presentation on the typology of evolution 	
<p>Diffusionism</p> <ul style="list-style-type: none"> • British school • German School • American School 	<ul style="list-style-type: none"> • General discussion on factors and condition of cultural diffusion. • Article preparation on factors of diffusion. • Teacher interaction and discussion on different schools of diffusion – British, German and American. <p>Discussion points:</p> <ul style="list-style-type: none"> - British Diffusionism - Pan Egyptian school, Extreme diffusion, Egiptologists, Egypt as the cradle of civilisation. - German Diffusionism – Kulturekreise school, Culture Circle school, Culture District school, Culture Historic school 	<p>2.2. Identify the concepts and ideas related to various theories of Diffussionism, classify different schools of Diffussionism.</p>

	<ul style="list-style-type: none"> - American Diffusionism – Culture area school, culture area, culture margin, culture centre, culture climax, age area, Natural diffusion, Organised diffusion. • Participation of learners in general discussion, group work for process assessment. • Tree / flow charts/ diagrams showing different schools of diffusion. (CWSEN) • Preparation of slide on different school of diffusion. (ICT) • Article / comparative chart on the feature of different schools of diffusion. 	
Functionalism	<ul style="list-style-type: none"> • Teacher interaction on the concept of function and functionalism of Malinowski. • General discussion is initiated on functionalism and its features • Preparation of diagram on ‘charter of function’. • Teacher interaction on Malinowski’s Theory of need and a general discussion is followed to identify different institutions in culture to meet the needs of individual and society as a whole. • Slide presentation on different levels of needs. 	2.3.Demonstrate the scheme of functionalism , analyse the theory of need and distinguish the different levels of needs proposed by Malinowski.
Structural-functionalism	<ul style="list-style-type: none"> • General discussion on the concept of culture followed by the teacher 	2.4. Distinguish the basic

<p>Structuralism</p>	<p>interaction on the structure functionalism of Radcliffe Brown.</p> <ul style="list-style-type: none"> • Discussion points: <ul style="list-style-type: none"> - Social structure - Actual social structure - General social structure - Social organisation • Article preparation on the theory of Structure functionalism • Teacher interaction on the theory of Structuralism by Claude Levi Strauss. • Based on the discussion and utilising different sources of data a seminar paper is prepared and presented on the differences between structure functionalism of Radcliffe Brown and structuralism of Levi Strauss. 	<p>ideas related to structural functional and structural school of thought.</p>
<p>Culture and personality school of thought</p>	<ul style="list-style-type: none"> • General discussion is initiated on the concept of culture and personality and how they are influenced each other. • Article on the features of personality. • Teacher interaction on three approaches of culture and personality: <ul style="list-style-type: none"> - Personality builds culture - Culture determines the formation of personality - Culture and personality influence each other • The approach, ‘personality builds culture’ is clarified with the help of general discussion and teacher 	<p>2.5. Analyse the interrelationship between Culture and Personality and analyse the role of culture in the formation and development of personality.</p>

	<p>interaction.</p> <ul style="list-style-type: none"> • Discussion points include: <ul style="list-style-type: none"> - Appolonian genius - Dionysian genius - Culture pattern <ul style="list-style-type: none"> - Study on National Character • Article / chart – Patterns of culture, National character studies • The approach ‘Culture determines the formation of personality’ is clarified with the help of general discussion and teacher interaction. • Discussion points: <ul style="list-style-type: none"> - Influence of culture on personality in different cultures including Arapesh, Mudugumour and Tschambuli. • Debate on ‘culture influences personality v/s personality influence culture’. • Teacher assessment and peer assessment on the participation and performance of debate. 	
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LO 2.1 Identify the concepts and ideas related to various theories of cultural evolutionism, compare and classify different schools of evolutionism.

Concepts / Ideas

Cultural Evolutionism

- Classical Evolutionism: British, American, German
- Neo Evolutionism: British, American
- Typology of Cultural Evolution: Unilinear, Universal, Multilinear

Period: 8

Teacher initiates a general discussion on simultaneous inventions in human history and asks the learners to discuss examples of similar inventions in the text book and other sources. Teacher develops curiosity among the students by asking the reason for simultaneous inventions. Different opinions are sought from the learners. A discussion is initiated on the 'psychic unity of humankind'. This concept laid the foundation of the theory of cultural evolutionism in anthropology.

Learners are asked to recollect the contributions of Greek philosophers in the formulation of such theories. Then a general discussion is held on the origin and development of cultural theories in the anthropology.

Learners are asked to prepare a chart on different cultural theories in anthropology and the contributions of eminent anthropologists.

A general discussion is initiated on the meaning of biological and socio-cultural

“Cultural evolution may be defined as a process by which different successive forms in socio-cultural institution or culture of humankind are developed over different periods of time”.

evolution. They are asked to prepare their own on definition of cultural evolution.

Teacher interacts and conveys the ideas of different evolutionists - classical and neo-

classical evolutionists.

A general discussion on the features of classical evolutionism and contributions of different anthropologists is initiated. Discussion points:

CONSOLIDATION

- *Simultaneous inventions and psychic unity of human kind, parallel invention, cultural survivals, savagery, barbarism and civilization*
- *Earlier Greek philosophers and thinkers and their contributions*
- *Biological and cultural evolution and Diffusion*
- *Functionalism, Structure functionalism and Structuralism*
- *Culture and personality school of thought*

- Concepts such as psychic unity of humankind
- parallel invention
- cultural survivals,
- savagery,
- Barbarism and civilization.

Learners are asked to prepare and present the contributions of British, American and German classical evolutionist such as E B Tylor, L H Morgan and J J Bachofen.

Art education/ICT Learners prepare classification chart/mind mapping of evolutionists and their major contributions and concepts. They are also asked to prepare digital slides on the same contents.

CONSOLIDATION

- Human culture as a whole or social-cultural institutions evolve in unilinear sequence, stage after stage – savagery, barbarism and civilization.
- The direction of cultural evolution is from simple to complex, from similarity to dissimilarity, from indefinite to definite and from homogeneity to heterogeneity.
- Different stages of evolution can be established by historical method and comparative method.
- Similarities in culture or cultural traits are caused by psychic unity of humankind and parallel inventions.
- At the higher stage of culture, certain remains of the earlier stages can be traced, which are termed as cultural survivals. Such remains reveal the conditions about the earlier stages of human culture.

Teacher initiates a general discussion on the features of neo-evolutionism and the class discusses it in detail. Accordingly the difference between classical evolutionism and neo-evolutionism are discussed.

Art Education. Learners are asked to prepare diagram of evolution in parabolic curve and one of them demonstrate it in the class. Similar instances of parabolic nature of culture are discussed.

Teacher interacts and contributions of British & American neo-evolutionists such as Julian Steward, V Gordon Childe and Leslie A White are discussed in detail.

CONSOLIDATION-Typology of cultural evolution

Unilinear evolution: Cultures pass through different and successive developmental stages, as result, simple forms change into complex ones and homogeneity to heterogeneity. Classical evolutionists are considered as unilinear evolutionists.

Multilinear evolution: cultures of the world have not passed through same developmental stage; rather their stages were different in different areas. Multilinear evolutionists are interested in particular cultures.

Universal evolution: It is concerned with the evolution of culture as a whole. Universal evolution of culture treats the whole culture of humankind rather than particular cultures. Tylor, Morgan, Gordon Child classified the development of culture into four stages i.e., savagery, barbarism, higher barbarism and civilization. Savagery is characterised by hunting and gathering, barbarism by animal domestication and invention of agriculture, and higher barbarism by use of copper tools and smelting process. Development of cities, invention of writing, literature etc, are the characteristics of civilization.

Leslie A White equates the development of culture with increase in amount of energy utilisation. He formulated the law of development in the following formula:

$E \times T = C$, where E = Energy, T = Technology, and C = Culture development.

Repository of CE Activities

a. Process Assessment

Participation in discussion, seminars and class room activities have to be evaluated by fixing indicators for each learning process. In order to fulfill the process of continuous evaluation self assessment, peer assessment and teacher assessment has to be done prudently. The indicators like participation, conceptual understanding, and attainment of skills, performance/presentation, and recording / preparation are to be fixed for assessing learning process. For self assessment appropriate tools may be adopted.

b. Portfolio Assessment

Indicators like conceptual clarity, assimilation of concepts, appropriate layout, design, structure, completion originality etc. may be fixed for assessing portfolio. Items from the following products are to be assessed.

1. Chart classifying the different cultural theories in anthropology.
2. Poster on the definition of cultural evolution.
3. Slide preparation/ chart classifying classical and neo-classical evolution.
4. Article preparation on the contribution of British, American and German classical anthropologists.
5. Preparation of parabolic curve.
6. Chart on Typology of cultural evolution
7. Article on typology of cultural evolution
8. Article on factors of diffusion.
9. Tree / flow charts/ mind map/diagrams showing different schools of diffusion.
10. Classification chart on different school of diffusion.
11. Comparative chart on the feature of different schools of diffusion.
12. Slide presentation on different levels of needs and related cultural institutions.
13. Diagram on 'charter of function'.
14. Article on the theory of Structure functionalism.
15. Seminar paper on the differences between structure functionalism of Radcliffe Brown and structuralism of Levi Strauss.
16. Article on the features of personality.

17. Article / chart – Patterns of culture, National character studies
18. Debate on the title ‘culture influences personality v/s personality influence culture’.

TE Questions

1. “They are also known as Egyptologists”. Identify the school of thought and give your idea on this cultural theory? (L O 2.2) (Score 3)
2. Prepare an article on the theory of function by Malinowski. (L O 2.3) (Score 4)
3. Egyptologists belong to (British, German, American, Egyptian) school of (Evolutionism, Diffusionism, Functionalism, Structuralism). (L O 2.2) (Score 2)
4. Invention of zero, simultaneously in India, Babilonia and Mayan culture is an example of (Diffusion, Neo-evolutionism, Migration, Psychic unity of mankind) (L O 2.1) (Score 1)
5. E B Tylore belongs to (British classical evolutionism, American classical evolutionism, German classical evolutionism, British diffusionism). (L O 2.1) (Score 1)
6. Draw a diagram showing the classification of evolutionists. (L O 2.1) (Score 4)
7. According to , culture of humankind was developed from the earliest stage of savagery to barbarism and finally to civilisation. (Evolutionism, Diffusionism, Functionalism, Structuralism). (L O 2.1) (Score 1)
8. Write a brief note on classical evolutionism.(L O 2.1) (Score 3)
9. gave the classical definition of culture in his book in 1871. (L O 2.1) (Score 2)
10. Prepare an article on the contribution of L H Morgan in the field of evolutionism. (L O 2.1) (Score 4)
11. “Development of culture was not unilinear, but in the form of parabolic curve”. Who argued in favour of this statement? (L O 2.1) (Score 1)
12. Name the anthropologist who proposed ‘typology of cultural evolution’. (L O 2.1) (Score 1)
13. Match the column ‘A’ with column ‘B’ and ‘C’. (L O 2.1, 2.3, 2.5) (Score 4)

	A	B	C
(a)	E B Tylor	Functionalism	Sex and temperament in three primitive societies
(b)	B Malinowski	Psychological Anthropology	The primitive culture
(c)	V Gordon Childe	Evolutionism	Social evolution
(d)	Margaret Mead	Neo-Evolutionism	Scientific theory of culture

14. E x T = C

(a) Expand the abbreviation.

(b) Name the person who proposed this formula. (L O 2.1) (Score 2)

15. Differentiate between: (L O 2.2, 2.4)

(a) Culture area and culture centre

(b) Natural diffusion and organised diffusion

(c) Actual social structure and general social structure (Score 6)

16. Explain the theory of need by Malinowski. (L O 2.3) (Score 4)

17. Write a short note on culture and personality school of thought (L O 2.5) (Score 4)

18. Find the odd item and justify. (L O 2.1, 2.2, 2.3, 2.4, 2.5) (Score 3)

(a) G E Smith, E B Tylor, W H R Rivers, W J Perry

(b) Margaret Mead, Ralph Linton, Ruth Benedict, Radcliffe Brown

(c) Julian Steward, L H Morgan, Leslie A White, V Gordon Childe

19. Culture influence the formation of personality is the idea proposed by

(Margaret Mead, Ralph Linton, Ruth Benedict, Radcliffe Brown) (L O 2.5) (Score 1)

20. Prepare an article on the contribution of Ruth Benedict on national character studies

(L O 2.5) (Score 3)