



CURRICULUM

BACHELOR OF SOCIAL SCIENCES (HONORS) IN ANTHROPOLOGY

2018 – 2019 ONWARD

DEPARTMENT OF ANTHROPOLOGY

UNIVERSITY OF DHAKA

DHAKA-1000, BANGLADESH

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BACHELOR OF SOCIAL SCIENCES (HONORS) IN ANTHROPOLOGY

1ST TO 8TH SEMESTER

ACADEMIC SESSION: 2018-2019 ONWARD

**DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF DHAKA
DHAKA-1000, BANGLADESH**

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1. INTRODUCTION TO THE INSTITUTE: UNIVERSITY OF DHAKA

On the first day of July 1921, the University of Dhaka opened its doors to students. It was set up in a part of the city known as Ramna on 600 acres of land. The University started its activities with 3 Faculties, 12 Departments, 60 teachers, 877 students, and 3 dormitories (Halls of Residence) for the students. At present, the University consists of 13 Faculties, 77 Departments, 11 Institutes, 20 residential halls, 3 hostels, and more than 51 Research Centres. The number of students and teachers has risen to about 37,064 and 1,885 respectively. The high standard of education and research for the University was set from the very beginning. A distinctive feature of the University of Dhaka was its non-affiliating, residential character like that of the Oxford of England. However, since 1947 the University was given an affiliating mandate in place of an exclusive residential character.

A new phase began in the history of the University with the emergence of Bangladesh in 1971. This has been a phase of development, expansion, and consolidation of earlier gains. The University has assumed a central role in the academic pursuits of this new nation. Just after the creation of Bangladesh, the government proclaimed the University of Dhaka Order 1973 whereby democratic norms and autonomy became integral features of the institution. While serving as the highest echelon of academic excellence, the University also functions as a central premise for free thought and democratic practices that would lead the nation to its march towards progress. The University of Dhaka is increasingly striving to combine the pursuit of knowledge and truth with the values and needs of an evolving society.

Presently the University enrolls more than 5,800 students, on a merit basis, in the first-year Honors Program in different Departments of the Faculties and the Institutes. Besides conducting teaching courses in the 4-year Bachelor and 1-year Masters Programs, the University also trains up a large number of researchers in different disciplines. More than 1262 PhD and 1217 MPhil researchers have obtained their degrees from this University. The University of Dhaka is dedicated to the advancement of learning and is committed to promoting research. As there are plans for further expansion of facilities, new avenues, and opportunities, the course curricula are updated, and new research projects are undertaken every year. As the pioneer and the largest seat of learning in the country, the University has taken the task to foster the transformation processes of the individual students and the country through its educational and research facilities keeping up with the demands of the day.

2. INTRODUCTION TO THE DEPARTMENT: AN OVERVIEW

2.1 THE DEPARTMENT

Anthropology is a relatively new academic discipline in Bangladesh, which has attracted many undergraduate students interested in developing their skills and understanding of culture and society. The Department of Anthropology at the University of Dhaka was established in 1992. The first course was offered in the autumn of 1993 and the first 3-year Bachelor of Social Science and 1 year Master of Social Science Degrees were awarded in 1996 and 1997. Since 1992, more than one thousand students have received Bachelor of Social Science and Master of Social Science degrees. During the same period, more than 25 students were awarded PhD and MPhil degrees. The University of Dhaka has now one of the oldest and most successful undergraduate and postgraduate Anthropology programs and there is growing interest among students in taking up anthropology as the subject of study.

Since its inception, the Department of Anthropology has sought to achieve the highest possible distinction for teaching and scholarly research and has accomplished this by extending boundaries of knowledge in both traditional and new fields in the social sciences. We promote the highest academic standards in our teaching, our scholarship, and the connections we build between them. Synchronized with our institution's rich heritage, the Department is committed to producing the country's leader in all facets, from classroom instruction to national policy setting. Our values-based commitment is to create an optimal learning environment for all students from all over the country and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry. We devote all our resources and energies to developing strong mission-driven programs of scholarship (research and creative activities) in the acquisition, synthesis, dissemination, and creation of new research knowledge, coupled with the application of knowledge, and the invigoration of undergraduate and graduate education. The following academic plan provides a strategic approach for improving the already high standing of the Department of Anthropology at the University of Dhaka over the next twenty-five years.

2.2 VISION AND VALUES

The Department, by acting on our values in every respect, will come to occupy a unique position of strength and visibility among the institutions of higher education in Bangladesh and internationally. The Department of Anthropology will continue to be the first-choice department among all other public and private universities in Bangladesh for high-achieving, motivated students who seek an individualized educational experience combined with the resources of the largest university.

2.2.1 INDIVIDUALIZED ATTENTION: Providing a supportive learning environment through an innovative general education program, strong student-faculty-staff connections, superior student services, and a focus on each student as an individual, with unique educational needs and potential. The Department is dedicated to placing the learner at the center of teaching and scholarship.

2.2.2 ACTIVE PURSUIT OF LEARNING AND SCHOLARSHIP: Working with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process; contributing new knowledge through research, creative artistry, and other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

2.2.3 DIVERSITY: Encouraging community and informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society; a diverse faculty and staff mentoring a diverse student population, enhancing pedagogical, research, and service functions.

2.2.4 INNOVATION: Supporting disciplinary excellence and personal growth of students, faculty, and staff through knowledge development and innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.

2.3 VISION STATEMENT FOR THE YEAR 2035

Through the Mission, Vision, Goals, and Actions of the Department's Strategic Plan, our Department of Anthropology will be recognized in 2035 as:

- A Department that prepares students to be successful in a globally competitive and culturally diverse environment, while serving the University-related needs of its faculty, staff, and alumni;
- A branded national leader in anthropology academic programs, scholarship, services, and related publications that reflect the University's heritage;
- An academically entrepreneurial Department, with an emphasis on reviewing current offerings and exploring new academic opportunities, including the possibility of additional professional research centers;
- A leader in global partnership with innovative academic, corporate, and governmental organizations;
- A top choice of employers as they search for highly qualified individuals who can become outstanding employees in Bangladesh and beyond;
- A Department that prepares students for the active civic engagement that is important in a liberal democratic society;
- A department that offers a diverse spectrum of academic, cultural, social, and athletic activities.

3. INTRODUCTION TO THE PROGRAM

3.1 TITLE OF THE PROGRAM

Bachelor of Social Science (Honors) – BSS (Honors) Program

3.2 DURATION OF THE PROGRAM

4 (Four) Academic Years. A student shall be allowed a maximum of six years to complete the degree starting from the year of admission into the University.

3.3 VISION OF THE PROGRAM

Department of Anthropology of the University of Dhaka is appealing for an all-encompassing and modern curriculum of anthropology especially one that follows relevant theoretical, methodological, and epistemological trends. As such, the curriculum envisions create graduates engaging to comprehend the past and today's culture and global cultural flows as well as to enable them to analyze observed human behavioral phenomena critically to arrive at the fullest possible understanding of human diversity.

3.4 MISSION OF THE PROGRAM

To develop a holistic understanding of cultural diversity in past and present human groups, this program is designed to offer the highest quality instruction in the discipline of Anthropology. The mission of the program is to provide students an integrated foundation ensuring a comprehensive understanding of Anthropology which is both theoretically vibrant and methodologically significant and to prepare them for an enlightened career through specific concentrations in applied fields of Anthropology.

3.5 ELIGIBILITY FOR ADMISSION

In each academic session/year, the Department receives 55 students from Science, Arts, and Commerce through several Admission Tests conducted by the University's Arts and Social

Science faculties. After completing Higher Secondary Certificate or equivalent program and through the admission test conducted by the University of Dhaka (by the Faculty of Arts and Faculty of Social Sciences separately), qualified students get the opportunity to get admission into the Department. Students who are succeeded usually get their opportunity to choose their disciplines. Besides, each student must require 12 marks in Bangla out of 25 and 12 marks in English out of 25 in the Admission Test to get admission into the Anthropology Department. After the distribution of disciplines from the social science faculty, students communicate with the department and finish the rest of the process of admission.

3.6 DEGREE REQUIREMENTS

- Successful completion of 37 courses with a total of 128 credit hours.
- Maintaining a minimum cumulative grade point average (CGPA) of 2.25.
- Satisfactory result in 4 (Four) viva voce in 4 (Four) Year.

3.7 ACADEMIC YEAR, SEMESTER, CREDIT HOUR, AND CREDIT PER-SEMESTER

- Each academic year is divided into two semesters.
- During a semester a 04 (four) credit taught course will meet 4.0 hours a week for 14 weeks. For 02 (two) credit taught course duration is 2.0 hours a week for 14 weeks.
- Additional classes or sessions in the form of lecture, interactive discussion, question-answer (quiz), observation, debate, presentation, class attendance, tutorial class participation, group presentation, class test, term paper, fieldwork report, home assignment, seminars, workshops, practical and a field trip may be scheduled by the academic committee of the department.

3.8 COURSE STRUCTURE

Program duration	:	4 Years
Number of terms	:	08 Terms
Term duration	:	32 Weeks
Total number of credit hours available	:	128
Minimum credit hours to be earned	:	128
Minimum credit to be earned from core courses	:	128
Minimum credit to be earned from optional courses	:	N/A

3.9 SUMMARY OF CREDIT DISTRIBUTION BY SEMESTER

Name of Examination	:	Credit
First Year 1 st Semester	:	16
First Year 2 nd Semester	:	16
Second Year 3 rd Semester	:	16
Second Year 4 th Semester	:	16
Third Year 5 th Semester	:	16
Third Year 6 th Semester	:	16
Fourth Year 7 th Semester	:	16
Fourth Year 8 th Semester	:	16
Total	:	128

3.10 ASSESSMENT AND EVALUATION

A student for the degree of Bachelor of Social Science (Honors) in the Anthropology program is required to satisfactorily earn 128 credits completing 37 full unit courses.

3.10.1 OVERALL ASSESSMENT AND EVALUATION (SESSIONAL & FINAL)

3.10.1.1 EVALUATION OF COURSES FOR BSS DEGREE IN A 2 CREDIT GRADING SCALE (50 MARKS)

Evaluation	Marks
Class Attendance	2.5
Tutorial Class Participation/ Group Presentation/ Class Test	5
Term Paper/ Home Assignment	7.5
Mid-semester Examination (60 Minutes)	10
Semester Final Examination (2 Hours)	25
Total	50

3.10.1.2 EVALUATION OF COURSES FOR BSS DEGREE IN A 4 CREDIT GRADING SCALE (100 MARKS)

Evaluation	Marks
Class Attendance	5
Tutorial Class Participation/ Group Presentation/ Class Test	10
Term Paper/ Home Assignment	15
Mid-semester Examination (75 Minutes)	20
Semester Final Examination (3 Hours)	50
Total	100

3.10.1.3 EVALUATION OF 2 CREDIT COURSE (25 MARKS – SESSIONAL/ FINAL/ FIELDWORK REPORT/ FIELDWORK VIVA)

Marks	Letter Grade	Grade Point
20 and above	A+	4.00
18.75 less than 20	A	3.75
17.5 less than 18.75	A-	3.50
16.25 less than 17.5	B+	3.25
15 less than 16.25	B	3.00
13.75 less than 15	B-	2.75
12.5 less than 13.75	C+	2.50
11.25 less than 12.5	C	2.25
10 less than 11.25	D	2.00
Less than 10	F	0.00

3.10.1.4 EVALUATION OF 4 CREDIT COURSE (50 MARKS – SESSIONAL/ FINAL)

Mark Range (in percent)	Letter Grade	Explanation	Grade Points
40 and above	A+	Excellent	4.00
37.5 to less than 40	A		3.75
35 to less than 37.5	A-		3.50
32.5 to less than 35	B+	Very Good	3.25
30 to less than 32.5	B		3.00
27.5 to less than 30	B-		2.75
25 to less than 27.5	C+	Satisfactory	2.50
22.5 to less than 25	C		2.25
20 to less than 22.5	D	Passing	2.00
Below 20	F	Failing	0.0
.....	I	Incomplete
.....	W	Withdrawn

3.10.1.5 EVALUATION OF RESEARCH MONOGRAPH (4 CREDIT GRADING SCALE – 80 MARKS)

Marks	Letter Grade	Grade Point
64 and above	A+	4.00
60 less than 64	A	3.75
56 less than 60	A-	3.50
52 less than 56	B+	3.25
48 less than 52	B	3.00
44 less than 48	B-	2.75
40 less than 44	C+	2.50
36 less than 40	C	2.25
32 less than 36	D	2.00
Less than 32	F	0.00

3.10.1.6 EVALUATION OF VIVA VOCE OF RESEARCH MONOGRAPH (4 CREDIT GRADING SCALE – 20 MARKS)

Marks	Letter Grade	Grade Point
16 and above	A+	4.00
15 less than 16	A	3.75
14 less than 15	A-	3.50
13 less than 14	B+	3.25
12 less than 13	B	3.00
11 less than 12	B-	2.75
10 less than 11	C+	2.50
09 less than 10	C	2.25
08 less than 09	D	2.00
Less than 08	F	0.00

3.10.2 CONTINUOUS ASSESSMENT (SESSIONAL)**3.10.2.1 EVALUATION OF COURSES FOR BSS DEGREE IN A 2 CREDIT GRADING SCALE**

Evaluation	Marks
Class Attendance	2.5
Tutorial Class Participation/Group Presentation/Class Test	5
Term Paper/Home Assignment	7.5
Mid-semester Examination (60 Minutes)	10
Total	25

3.10.2.2 EVALUATION OF COURSES FOR BSS DEGREE IN A 4 CREDIT GRADING SCALE

Evaluation	Marks
Class Attendance	5
Tutorial Class Participation/Group Presentation/Class Test	10
Term Paper/Home Assignment	15
Mid-semester Examination (75 Minutes)	20
Total	50

3.10.2.3 EVALUATION FOR CLASS ATTENDANCE

Attendance Range (in percent)	Marks (2 Credit)	Marks (4 Credit)
90% and above	2.5	5.0
85% to less than 90%	2.25	4.5
80% to less than 85%	2.0	4.0
75% to less than 80%	1.75	3.5
70% to less than 75%	1.5	3.0
65% to less than 70%	1.25	2.5
60% to less than 65%	1.0	2.0
55% to less than 60%	0.75	1.5
50% to less than 55%	0.5	1.0
45% to less than 50%	0.25	0.5
Less than 45%	0.0	0.0

3.11 GRADING AND EVALUATION RULES

3.11.1 GRADING STRUCTURE FOR BSS DEGREE IN A 2 CREDIT GRADING SCALE (50 MARKS)

Mark Range (in percent)	Letter Grade	Explanation	Grade Points
40 and above	A+	Excellent	4.00
37.5 to less than 40	A		3.75
35 to less than 37.5	A-		3.50
32.5 to less than 35	B+	Very Good	3.25
30 to less than 32.5	B		3.00
27.5 to less than 30	B-		2.75
25 to less than 27.5	C+	Satisfactory	2.50
22.5 to less than 25	C		2.25
20 to less than 22.5	D	Passing	2.00
Below 20	F	Failing	0.0
.....	I	Incomplete
.....	W	Withdrawn

3.11.2 GRADING STRUCTURE FOR BSS DEGREE IN A 4 CREDIT GRADING SCALE (100 MARKS)

Mark Range (in percent)	Letter Grade	Explanation	Grade Points
80 and above	A+	Excellent	4.00
75 to less than 80	A		3.75
70 to less than 75	A-		3.50
65 to less than 70	B+	Very Good	3.25
60 to less than 65	B		3.00
55 to less than 60	B-		2.75
50 to less than 55	C+	Satisfactory	2.50
45 to less than 50	C		2.25
40 to less than 45	D	Passing	2.00
Below 40	F	Failing	0.0
.....	I	Incomplete
.....	W	Withdrawn

3.12 COURSE OUTLINE

FIRST YEAR 1ST SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 101	INTRODUCING ANTHROPOLOGY	2
ANTH 102	BANGLADESH CULTURE AND SOCIETY	4
ANTH 103	AN INTRODUCTION TO QUALITATIVE METHOD	4
ANTH 104	SOCIAL THOUGHT AND HISTORY OF MODERN EUROPE	4
ANTH 105	COMPUTER LITERACY & APPLICATIONS	2

FIRST YEAR 2ND SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 151	INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY	2
ANTH 152	THE BEGINNING OF ANTHROPOLOGICAL THEORIES	4
ANTH 153	KINSHIP AND SOCIAL ORGANIZATION	2
ANTH 154	FOUNDATIONS OF PHYSICAL ANTHROPOLOGY	4
ANTH 155	FUNCTIONAL ENGLISH & ACADEMIC WRITING	2
ANTH 156	ETHNOGRAPHIC FIELDWORK AND VIVA-VOCE	2

SECOND YEAR 3RD SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 201	THE RISE AND FALL OF FUNCTIONALIST PARADIGM IN ANTHROPOLOGY	4
ANTH 202	INTRODUCTION TO PREHISTORY AND ARCHAEOLOGY	4
ANTH 203	AN INTRODUCTION TO QUANTITATIVE METHODS IN ANTHROPOLOGY	4
ANTH 204	POLITICAL ANTHROPOLOGY	4

SECOND YEAR 4TH SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 251	PSYCHOANALYTIC SCHOOLS IN ANTHROPOLOGY	4
ANTH 252	URBAN ANTHROPOLOGY	4
ANTH 253	ECONOMIC ANTHROPOLOGY	4
ANTH 254	ECOLOGICAL ANTHROPOLOGY	2
ANTH 255	COMPREHENSIVE AND VIVA-VOCE	2

THIRD YEAR 5TH SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 301	MARXISM AND ITS OFF-SHOOTS IN ANTHROPOLOGY	4
ANTH 302	SOUTH ASIAN STUDIES	4
ANTH 303	ANTHROPOLOGY OF RELIGION	4
ANTH 304	ETHNICITY, IDENTITY AND NATIONALISM	4

THIRD YEAR 6TH SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 351	STRUCTURALISM AND POST STRUCTURALISM	4
ANTH 352	GENDER AND SOCIETY	4
ANTH 353	LINGUISTIC ANTHROPOLOGY	4
ANTH 354	APPLIED ANTHROPOLOGY	2
ANTH 355	ETHNOGRAPHIC FIELDWORK AND VIVA-VOCE	2

FOURTH YEAR 7TH SEMESTER

COURSE NO.	COURSE TITLE	CREDIT
ANTH 401	INTERPRETIVIST, POSTMODERN AND EARLY FEMINIST SCHOOLS IN ANTHROPOLOGY	4
ANTH 402	RESEARCH METHODS IN ANTHROPOLOGY	4
ANTH 403	INTRODUCTION TO ANTHROPOLOGY OF GLOBALIZATION	4
ANTH 404	MEDICAL ANTHROPOLOGY	4

FOURTH YEAR 8TH SEMESTER

(COURSES 459 AND 460 ARE COMPULSORY. STUDENTS WILL CHOOSE ANY 2 COURSES FROM 451 TO 458)

COURSE NO.	COURSE TITLE	CREDIT
ANTH 451	ANTHROPOLOGY AND CLIMATE CHANGE	4
ANTH 452	SOCIAL INEQUALITY	4
ANTH 453	PEASANT SOCIETY	4
ANTH 454	FOREST AND FOREST DEPENDENT PEOPLE	4
ANTH 455	ANTHROPOLOGY OF POVERTY	4
ANTH 456	ANTHROPOLOGY OF THE STATE	4
ANTH 457	ANTHROPOLOGY OF LAW	4
ANTH 458	ANTHROPOLOGY OF FOOD AND NUTRITION	4
ANTH 459	RESEARCH MONOGRAPH	4
ANTH 460	COMPREHENSIVE AND VIVA-VOCE	4

4. GENERAL OBJECTIVES OF THE PROGRAM

4.1 OBJECTIVES OF THE PROGRAM

The BSS program offered by the Department of Anthropology at the University of Dhaka shares a commitment to advancing the understanding of human nature and diversity concerning their social, political, economic, and cultural contexts. The objectives of the program are-

- Develop a fundamental understanding of the substantive knowledge of anthropology (methods and theoretical insights) through a holistic orientation towards human diversity.
- Generate and enhance academic excellence and professional development of students within the academic milieu of Anthropology.
- Develop skills and competencies in conducting social research by applying anthropological knowledge in practice.
- Prepare students to meet the challenges of the changing world through critical thinking, effective writing, and the development of practical skills.
- Provide opportunities to conduct hands-on research and study a wide range of topics through coursework, field orientations, and research projects with faculty and centers across the nation.
- Serve the changing needs of the global and local community by preparing students as contributing citizens to address social problems and promote positive change in local, national, and global contexts.
- Nurture a stimulating academic environment through exchange and research collaboration with renowned scholars and professionals.
- Cultivate principles of ethics and social responsibility.

4.2 INTENDED LEARNING OUTCOMES FROM THE PROGRAM

Students majoring in anthropology gain competencies in studying social and cultural dynamics comprehensively and critically of thinking. Upon graduation, students will be able to:

- Promote a cross-cultural and critical approach to culture and societies using a distinct anthropological lens.
- Describe how cultural systems construct reality differently for various human groups.
- Critically interpret contemporary society through general themes of everyday life such as globalization, migrations, trans-nationalism, virtual communities, media, new religious movements, inter-culturalism, etc.
- Describe how varying types of data are collected, analyzed, synthesized, and interpreted.
- Communicate anthropological knowledge effectively through written, oral, and data presentation in varying formats for diverse audiences.
- Discuss human diversity and knowledge about this leading to a better understanding of different cultures.
- Develop an understanding and appreciation of human biological, linguistic, and cultural diversity.
- Engage themselves with their communities, particularly through the exercise of empathy, which should become a value determinant of any relationship between an individual and her/his community.
- Explain observed phenomena from a holistic approach to orient students to a more complex understanding of the researched problem.
- Develop their skills of critical reading, argumentation, discussion, and academic writing, which will enable them not only to engage in academic areas but also to competently participate in public discussions and evaluations of contemporary social processes.
- Have an understanding and appreciation for the role of anthropology in the workplace and the real world.

5. DETAIL CURRICULUM

5.1 FIRST YEAR 1ST SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 101: INTRODUCING ANTHROPOLOGY

CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

The course is designed with a brief introduction to what anthropology is about. In this regard, the major areas of anthropology will be introduced. What makes anthropology the most comprehensive discipline among those which study human beings, what integrates the diversified sub-fields under the umbrella of 'anthropology', what makes anthropology the most 'humanistic' science – will be taught in this course.

COURSE OBJECTIVES

- Understand the meaning and orientations of anthropology;
- Understand the major areas and subfields;
- Examine the perspectives, techniques, history, and applications of the discipline.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: What is Anthropology?		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the concepts and features of anthropology;• identify the scientific vs. humanistic orientations of anthropology;• analyze the meaning of anthropology.	<ul style="list-style-type: none">• Meaning of anthropology• Features of anthropology• Orientations (scientific vs. humanistic) of anthropology	4 hrs
Unit-2: What Do Anthropologists Do?		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain various concerns that anthropologists are occupied with;• identify major fields and subfields of anthropology;• analyze the integration of different fields and subfields.	<ul style="list-style-type: none">• Various anthropological concerns• Major fields and subfields• Integration of different fields and subfields	6 hrs
Unit-3: How Do Anthropologists Do What They Do?		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain fieldwork, cross-cultural comparison, and case study used by anthropologist;• identify the processes of excavation and linguistic survey;• analyze different kinds of short-term participatory research procedures.	<ul style="list-style-type: none">• Fieldwork, cross-cultural comparison, and case study (things that are common to all major branches)• Excavation (required for biological and archaeological anthropology), linguistic survey (for linguistic anthropology)• Short-term participatory research of several kinds and	6 hrs

	focused ethnographic survey (for applied anthropology)	
Mid-term Examination		
Unit-4: Perspectives of Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the holistic approach of anthropology; identify relativistic, emic, etic, and comparative perspectives in anthropology; analyze the relationship between anthropology and colonialism. 	<ul style="list-style-type: none"> A holistic approach of anthropology Relativistic, combination of emic and etic, and comparative. Anthropology and colonialism 	4 hrs
Unit-5: A Short History of Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the short history of anthropology at different times; identify the differences and major shifts in perspectives during different times; analyze the correlation between the perspectives of different times. 	<ul style="list-style-type: none"> A short history of anthropology before 1850, 1851 to 1900, 1901 to 1950, 1951 to 2000, 2000, and onward 	4 hrs
Unit-6: Why Should We Study Anthropology?		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the importance of the anthropological study; identify the processes of application of anthropological knowledge to bring change for human; analyze the pattern of these changes and their connection with anthropological knowledge. 	<ul style="list-style-type: none"> Application of anthropological knowledge for bringing in desirable changes for humans 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Interactive discussion, Question-answer (quiz), Observation, Debate, Presentation etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

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- Ember, Carol R., and Melvin Ember
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- Eriksen, Thomas Hylland, and Finn Sivert Nielsen
2001 A History of Anthropology. London: Pluto Press.
- Erikson, Thomas Hylland
2004 What is Anthropology? London: Pluto Press.
- Kottak, Cornard Phillip
2012 Anthropology. New York: McGraw Hill.
- Pink, Sarah, ed.

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Service, Elman

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ADDITIONAL TEXT

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2000/2001 Annual Editions: Anthropology. Sluice Dock, CT: Dushkin/McGraw-Hill.

Podolefsky, Aaron, and Peter J. Brown

1989 Applying Anthropology: An Introductory Reader. California, CA: Mayfield Publishing Company.

Rauch, Margaret, and Robert H. Lavenda

1998 A Study Guide to Accompany Anthropology: A Perspective on Human Condition. California, CA: Mayfield Publishing Company.

Scupin, Raymond, and Christopher R. Delouree

2015 Anthropology: A Global Perspective. New York: Pearson Education.

COURSE NUMBER AND TITLE: ANTH 102: BANGLADESH CULTURE AND SOCIETY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course has been designed to orient students to their own culture and society from an anthropological and ethnohistorical perspective. Thus, they would be able to relate their learning from other ‘core’ courses to their society.

COURSE OBJECTIVES

- understand the context of the prehistoric, ancient, medieval, colonial and Pakistan period Bangladesh focusing on the major socio-cultural events;
- understand and explain the background to the emergence of Bangladesh as an independent nation;
- understand the major aspects of economic, social, political, cultural, belief systems, family, marriage and kinship, national issues and policies, global connections, and ethnicity of Bangladesh.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introducing Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the population, landscape, and economic aspects of Bangladesh; • identify major activities of GO, NGO, and donor agencies in Bangladesh; 	<ul style="list-style-type: none"> • Population and landscape • Agriculture, industry, and service sector • Physical infrastructure, investment, and foreign trade 	6 hrs

<ul style="list-style-type: none"> analyze and evaluate the role of various institutions in Bangladesh. 	<ul style="list-style-type: none"> Role of government and non-governmental organizations in socio-economic development Activities of the donor agencies, multi-nationals, and UN organizations 	
Unit-2: 'Bengal' in Prehistoric and Ancient Times		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the history of Bengal in prehistoric and ancient times; identify major aspects of economic, social, and political activities during prehistoric and ancient times; analyze the trends of 'Bengal' of prehistoric and ancient times. 	<ul style="list-style-type: none"> Geographical locations and boundaries; invaders and settlers Ethnic and linguistic background of Bengal Agriculture, cottage industry, trade and commerce with the outer world Bengal as a free political unit during the reigns of Shakanka and Paldynasty Revenue and land tenure system; the prevalence of Hinduism; spread of Buddhism 	6 hrs
Unit-3: 'Bengal' in the Medieval Period		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the history of Bengal in the medieval period; identify major aspects of religious activities and rulers of that time; analyze the trends of 'Bengal' of the medieval period focusing on language, ethnicity, religion, revenue system, and rulers' activities. 	<ul style="list-style-type: none"> Origin and development of Bangla language Ethnic formation of the Bangalees Islamization of the peoples of Bengal Religious syncretism and Sufism in Bengal: saints and preachers Free kings and rulers in Bengal during the 'Muslim' period in India Revenue and land tenure system Trade, commerce, and urban centers Rise and fall of Nawabs in Bengal, Bihar, and Orissa 	8 hrs
Unit-4: 'Bengal' Under the 'British' Rule		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the rule of the British in Bengal; identify the sectors of social reformation influenced by British rule; analyze and critically evaluate the impact of British rule in Bengal. 	<ul style="list-style-type: none"> The rule of East India Company in Bengal- the destruction of trade and industry, changes in the land tenure system, reactions against the "company" rule, the introduction of English language both as an official language and as a medium of instruction Four Great Famines 	8 hrs

	<ul style="list-style-type: none"> • The Queen's direct rule in Bengal- the spread of English education and recruitment in civil service, creation of Bengali middle class • The role of social reformers like Ram Mohan Roy, Ishwar Chandra Vidyasagar, Devendranath Tagore and the like, development of Bengali literature, music, theatre, and arts; movements against the British rule in Bengal 	
Mid-term Examination		
Unit-5: The Background of Bengali Nationalism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the history and consequences of Partition in 1947; • identify major socio-economic disparity under the rule of West Pakistan; • analyze the contexts of the rise of Bengali Nationalism and Independence of Bangladesh. 	<ul style="list-style-type: none"> • Partition of Bengal in 1947 and its identity as 'East Pakistan' • Socio-economic disparity under the rule of West Pakistan • The reaction against the rule of the "Panjabi's": language movement, 6 and 11 points movements, the great mass upsurge in the 1969, declaration of independence, and the birth of Bangladesh 	8 hrs
Unit-6: Bangladesh as a Moderate Muslim Country		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the functions of religious diversity in a moderate Muslim country like Bangladesh; • identify root causes to the development of Bangladesh as a moderate Muslim state; • analyze the role of religion, political institutions, and different policies in shaping the state. 	<ul style="list-style-type: none"> • Varieties in religious traditions • Government, politics, and political institutions • Condition of Human Rights • Co-existence of several kinds of education systems • Domestic and foreign policies 	4 hrs
Unit-7: Economy of Bangladesh		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the economic situation of Bangladesh; • identify the patterns of economic practices in Bangladesh; • analyze the socio-economic conditions of Bangladesh. 	<ul style="list-style-type: none"> • Nature of Bangladesh economy • Trends and problems of industrialization • Pace of urbanization • Corruption, foreign aid, and trade • Economic inequality and vulnerability • Globalization of socio-economic relations 	4 hrs
Unit-8: Kinship and social organizations		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the pattern of kinship in Bangladesh; • identify different types of family, marriage system, and ceremonies of Bangladesh; • analyze the role of social inequality and the pattern of domestic violence in Bangladesh. 	<ul style="list-style-type: none"> • Role of kinship in rural and urban societies • Marriage systems and marriage ceremonies, mohrana and dowry as marriage transactions, bride killing, and dowry • Types and functions of the family • Status inequality within the family • Domestic violence 	<p>8 hrs</p>
<p>Unit-9: Ethnic Relations in Bangladesh</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain various ethnic groups and cultural diversity of Bangladesh; • identify root causes to the processes of marginalization in Bangladesh; • analyze ethnic relations in the hegemony of Bengali Muslims. 	<ul style="list-style-type: none"> • Various ethnic groups and cultural diversity • The marginalization of ethnic minorities • The hegemony of the Bengali Muslims 	<p>4 hrs</p>
<p>Semester Final Examination</p>		

INSTRUCTIONAL STRATEGIES

Class Lecture, Multimedia presentation, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, Screening movie or documentary, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Islam, Sirajul, ed.

2007 History of Bangladesh. Dhaka: Asiatic Society of Bangladesh.

Khan, Akbar Ali

1996 Discovery of Bangladesh. Dhaka: University Press Limited.

Lewis, David

2011 Bangladesh: Politics, Economy, and Civil Society. Cambridge: Cambridge University Press.

Schendel, Willem Van

2009 History of Bangladesh. New Delhi: Cambridge University Press.

Uddin, Nasir, ed.

2012 The Politics of Peace: A Case of the Chittagong Hill Tracts in Bangladesh. Dhaka: Institute of Culture and Development Research.

Umar, Badruddin

2004 The Emergence of Bangladesh: Class Struggles in East Pakistan (1947-1958). Oxford: Oxford University Press.

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2004 *The Emergence of Bangladesh: Rise of Bengali Nationalism (1958–1971)*. Oxford: Oxford University Press

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Ahmed, Rahnuma, and Milu Shamsun Naher

1987 *Brides and the Demand System in Bangladesh: A Study*. Dhaka: Centre for Social Studies.

Ali, Ahsan, and Hasan Shafie

2005 *Entitlement and Deprivation: Selected Cases of Discrimination in Bangladesh*. Dhaka: UNESCO.

Arefeen, Helaluddin Khan Samsul

1996 *Changing Agrarian Structure in Bangladesh: Shimulia, A Study of Peri-Urban Village*. Dhaka: Centre for Social Studies.

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 1951 Bangalir Itihas-Adi Parva. Calcutta: Book Emporium.
 Tharoot, Shashi
 2016 An Era of Darkness: The British Empire in India. New Delhi: Aleph Book Company
 White, Sarah C.
 1992 Arguing with the Crocodile: Gender and Class in Bangladesh. Dhaka: University Press Limited.

COURSE NUMBER AND TITLE: ANTH 103: AN INTRODUCTION TO QUALITATIVE METHOD
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to make students familiar with some of the basic concepts and techniques of collecting, recording, and analyzing data following the qualitative approaches to research.

COURSE OBJECTIVES

- Understand the qualitative approach and tradition in anthropology;
- Understand the major concepts of qualitative research;
- Understand different methods and techniques for collecting qualitative data;
- Understand the techniques of recording and analyzing qualitative data.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: The Qualitative Approach in Social Research		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the qualitative research approach in anthropology; • identify major features of qualitative research; 	<ul style="list-style-type: none"> • Characteristics of qualitative research • Qualitative research tradition in anthropology 	6 hrs

<ul style="list-style-type: none"> analyze and evaluate the tradition of qualitative research in anthropology. 		
Unit-2: Basic Concepts of Qualitative Research		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain basic concepts of qualitative research; identify major features of the basic concepts of qualitative research; analyze and correlate theory with data, concepts, and variables. 	<ul style="list-style-type: none"> Data Concept Variable Qualitative measurement Unit of analysis Validity and reliability Theory 	6 hrs
Unit-3: Techniques of Data Collection-I		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the techniques of data collection in qualitative research; identify major features of the techniques of data collection; analyze the data collection techniques with importance. 	<ul style="list-style-type: none"> Fieldwork Case study Unstructured interview and key informant interview Participant observation Collection of life history and narratives Oral history Observation Focused ethnographic survey (FES) Focused group discussion (FGD) Archival research 	8 hrs
Unit-4: Techniques of Ethno-science (Data Collection Technique-II)		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the techniques of ethnoscience; identify major aspects of the techniques of ethnoscience; analyze the strength and weaknesses of different techniques of ethnoscience. 	<ul style="list-style-type: none"> Interviewing about cultural domains Free-listing The true/false and sentence frame techniques Triad test Pile sorting Ranking and paired comparisons 	6 hrs
Mid-term Examination		
Unit-5: Learning to Interview		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the techniques of conducting the interview; identify major aspects of the interview process; analyze the importance of language in the interview. 	<ul style="list-style-type: none"> The importance of language Pacing the study Presentation of self 	6 hrs
Unit-6: Probing		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the techniques of probing; identify major aspects of probing; analyze the probing in anthropological research. 	<ul style="list-style-type: none"> Techniques of probing- silent probe, echo probe, uh-huh prob Tell me more probe Long question probe Probing by leading Baiting: phased-assertion probe 	6 hrs

Unit-7: Effects of Interviewing		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Response effect • Deference effect • Social desirability effect • The third-party present effect • Threatening questions 	6 hrs
<ul style="list-style-type: none"> • explain the effects of interviewing; • identify major aspects of the effects of interviewing; • analyze the importance of the effects of interviewing in anthropological research. 		
Unit-8: Recording Field Data		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Using a voice recorder/other recording equipment • Transcribing and VR software • note taking- jotting • The log • The dairy and detail note (descriptive, methodological, and analytic) • Using video 	6 hrs
<ul style="list-style-type: none"> • explain the procedures of recording field data; • identify major aspects of recording field data; • analyze the importance of recording techniques in anthropological research. 		
Unit-9: Analysing Qualitative Data		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Use of quotes • Data matrices • Production of the visual display-presenting results in matrices and tables • Causal flow charts 	6 hrs
<ul style="list-style-type: none"> • explain the procedures of analyzing qualitative data; • identify major aspects of using quotes, matrices, and flow charts; • analyze the importance of quotes, matrices, visual presentation, and flow charts in anthropological research. 		
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Class Lecture, Multimedia presentation, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Bernard, Harvey Russell

2011 Research Methods in Anthropology: Qualitative and quantitative approaches. Lanham: Altamira Press.

Hobbs, Dick, and Richard Wright, eds.

2006 The Sage Handbook of Fieldwork. London: Sage Publications, Inc.

ADDITIONAL TEXT

Denzin, Norman K., and Yvonna S. Lincoln, eds.

2000 Handbook of Qualitative Research. London: Sage Publications, Inc.

Ember, Carol R., and Melvin Ember
 2001 Cross-Cultural Research Methods. Lanham: Altamira Press.

COURSE NUMBER AND TITLE: ANTH 104: SOCIAL THOUGHT AND HISTORY OF MODERN EUROPE

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to offer an intellectual background of the origin of anthropology as an academic discipline. It also aims to track down the thoughts and events that made the major theoretical developments in anthropology possible. Anthropology, after all, is a western enterprise developed in the west by western thinkers, theorists, and peoples. It is, therefore, incumbent on us to learn those contexts, events, thoughts, and practices that shaped the discipline of anthropology.

COURSE OBJECTIVES

- Understand a brief history of Europe;
- Understand social thoughts of modern European thinkers and philosophers;
- Understand ancient thoughts since the Renaissance;
- Examine the western mode of thought since the classical civilizations of Greece and Rome to the present moment of Globalization;
- Interpret major socio-cultural events of modern Europe such as the Renaissance, Reformation, Scientific Revolution, and Enlightenment among others.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Shifts in Western Epistemology accompanied by major social events from Ancient time to the period of Enlightenment		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • examine the shifts in Western epistemology; • identify major social events from ancient time to the period of enlightenment; • analyze the scientific revolution of the Renaissance period and the Western mode of thought. 	<ul style="list-style-type: none"> • From the ancient Greek thinkers to those of the Renaissance—the Greek views, the world views of Saint Augustine, the doctrine of Thomistic Christianity, and the Renaissance outlook • The protest against Catholicism • Expansion of European boundary over the whole world and its impact on the European thought and life • The scientific revolution in the 17th century • Age of reason in the 18th century and its impact on the western civilization – critiques of enlightenment 	8 hrs
Unit-2: Impact of the Thoughts of Enlightenment on the 'Great Revolutions' of the History		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Independence of America 	6 hrs

<ul style="list-style-type: none"> examine the great revolutions of Enlightenment; identify salient features of French, Industrial and Russian revolutions; analyze the impact of thoughts of enlightenment on various revolutions. 	<ul style="list-style-type: none"> French Revolution Industrial Revolution Russian Revolution 	
Unit-3: Thought and Culture in the Early Nineteenth Century		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine major thoughts and culture of the Early Nineteenth-century historical period; identify basic issues of romanticism, German idealism, conservatism, liberalism, radicalism, early socialism, and nationalism; analyze the trends of nineteenth-century thoughts and culture. 	<ul style="list-style-type: none"> Romanticism German Idealism Conservatism Liberalism Radicalism Early Socialism Nationalism 	8 hrs
Unit-4: Thought and Culture in the Mid-Nineteenth Century		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine major thoughts and culture of the Mid-Nineteenth Century historical period; identify salient features of realism, naturalism, positivism, Darwinism, Marxism, anarchism, and liberalism; analyze the trends of mid-nineteenth century thoughts and culture. 	<ul style="list-style-type: none"> Realism and Naturalism Positivism Darwinism and Social Darwinism Marxism Anarchism and Liberalism in transition 	8 hrs
Mid-term Examination		
Unit-5: The Surge of Nationalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine the surge of nationalism; identify major aspects of nationalism; analyze the concept of nationalism and its debates. 	<ul style="list-style-type: none"> Surge of Nationalism 	4 hrs
Unit-6: World War I & II		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine the contexts to World War I & II and the role of anthropology in this era; identify root causes for World War I & II; analyze the anthropological perspectives in the era of World War I & II. 	<ul style="list-style-type: none"> Anthropology in the era of World War I & II Anthropology between the 2 World Wars 	4 hrs
Unit-7: Thought and Culture in an Era of World Wars		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine the thoughts and culture during World Wars; identify major areas of interest of these thoughts; analyze post-war pessimism, communism, and existentialism from anthropological perspectives. 	<ul style="list-style-type: none"> Post-war Pessimism Communism Existentialism 	4 hrs
Unit-8: Decolonization and Worldwide Westernization/ Modernization		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine the processes of decolonization; 	<ul style="list-style-type: none"> Decolonization 	6 hrs

<ul style="list-style-type: none"> • identify salient features of decolonization and westernization or modernization; • analyze decolonization and worldwide westernization from anthropological perspectives. 	<ul style="list-style-type: none"> • Worldwide Westernization/ Modernization 	
Unit-9: Socialist Expansion and the Development of Cold War		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • examine the socialist expansion in Europe; • identify the reasons behind the Cold War; • analyze socialist expansion and the development of the Cold War from anthropological critiques. 	<ul style="list-style-type: none"> • Socialist Expansion • The Development of the Cold War 	4 hrs
Unit-10: The Age of Globalization		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • examine the processes to the development of globalism; • identify the main features of globalization; • analyze the position of globalization in the context of the social thoughts of Europe. 	<ul style="list-style-type: none"> • The Age of Globalization 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

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Eriksen, Thomas Hylland, and Finn S. Nielsen

2001 A History of Anthropology. London: Pluto Press.

Perry, Marvin

1992 Western Civilization: Ideas, Politics and Society from 1400. Boston: Houghton Mifflin Company.

ADDITIONAL TEXT

Erickson, Paul A., and Liam D. Murphy

2003 A History of Anthropological Theory. Ontario: Broadview Press.

Wax, Dustin M., ed.

2008 Anthropology at the Dawn of Cold War. London: Pluto Press.

Goody, Jack

2006 The Theft of History: Cambridge: Cambridge University Press.

COURSE NUMBER AND TITLE: ANTH 105: COMPUTER LITERACY & APPLICATIONS**CREDIT HOURS: 2 (TWO)****INTRODUCTION TO THE COURSE**

The course is designed with basic training on the functions and programs of the computer for academic purposes.

COURSE OBJECTIVES

- Understand basic concepts of computer literacy and applications;
- Understand the fundamental issues of computer literacy and applications.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction to Computers		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the basic organization of the computer;• identify different types of computers;• analyze the history and generations of computers.	<ul style="list-style-type: none">• Introduction and basic organization of computer• Types of computers• History and generations of computers	2 hrs
Unit-2: Number Systems, Code, and Logic Functions		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• examine the number system of computer and conversion of numbers;• identify different types of data and codes;• analyze the logic functions of the computer.	<ul style="list-style-type: none">• Number systems of computer• Conversion of numbers• Data and codes• Logic functions	4 hrs
Unit-3: Input-Output Devices and Memory Organization		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• examine input-output devices and memory organization of computer;• identify different devices and memories of computer;• analyze the functions of input-output, other peripheral devices, and memory organization of the computer.	<ul style="list-style-type: none">• Input and output devices of computer• Other peripheral devices of computer• Main memory• Secondary memory	4 hrs
Unit-4: Practical: Word Processing and PowerPoint		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• examine word processing and PowerPoint presentation;• identify basic features of word processing and PowerPoint presentation;• analyze the procedures followed to prepare a word document and designing PowerPoint slides.	<ul style="list-style-type: none">• Introduction and different word processing• Creating a document• Editing commands• Formatting• Introduction on PowerPoint window• A slide presentation and design	4 hrs
Mid-term Examination		
Unit-5: Computer Software and Operating Systems		
At the end of this unit, students will be able to-	<ul style="list-style-type: none">• Introduction and classification of computer software	4 hrs

<ul style="list-style-type: none"> examine the functions of computer software and operating systems; identify different computer software and operating systems; analyze the application of different computer software and operating systems. 	<ul style="list-style-type: none"> System software Application package programs Functions and types of operating system Windows and Unix operating systems 	
Unit-6: Networks and Internet		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine different computer networks; identify the basic features of networks and the internet; analyze the use of the internet for networking. 	<ul style="list-style-type: none"> Introduction to computer networks (LAN, MAN & WAN) Introduction to the internet and extranet Internet explorer Outlook express E-mail management 	2 hrs
Unit-7: Information Technology and Communication		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine the knowledge about IT concepts; identify major aspects of IT and communication; analyze the functions and applications of IT, communication, and e-commerce. 	<ul style="list-style-type: none"> IT concepts and application Multimedia basics Electronic commerce and telecommunication 	4 hrs
Unit-8: Practical: Spreadsheet Analysis (Excel)		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> examine different tasks on spreadsheets; identify basic functions of a spreadsheet, SPSS, internet browsing, and editing techniques; analyze basic knowledge on a spreadsheet, SPSS, and internet browsing. 	<ul style="list-style-type: none"> Introduction and fundamentals of spreadsheet Creating worksheet Editing techniques Introduction to chart wizard Creating and modifying charts, formulas, and functions SPSS Internet Browsing 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Practical in the computer lab, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

READING LIST

REQUIRED TEXT

Peter, Norton

2006 Introduction to Computers. New York: The McGraw-Hill Companies, Inc.

Rahman, Eng. Mujibur

Computer in Business.

Rahman, M. Lutfar, and M. Alamgir Hossain

2002 Computer Fundamentals. Dhaka: Systech Publications.

ADDITIONAL TEXT

Paul, W. Mursil, and Crecill L. Smith

Introduction to Computer Science.

Andrew S. Tanenbaun

2003 Computer Network. New Jersey: Prentice Hall PTR.

Sarker, Md. Abdul Mannan

1996 Computer Anatomy. Dhaka: NTRAMS.

Norusis, Marijal.

1993 SPSS for Windows Base System User's Guide: Release 6.0. Chicago: SPSS, In

Rahman, M. L.

Modern Science of Computer.

Hossain, Mokter

2005 Computer Education. Dhaka: Nabajug Publications.

5.2 FIRST YEAR 2ND SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 151: INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

This course introduces the basic ideas and concepts of social and cultural anthropology. It will also highlight various aspects of culture with ethnographic examples.

COURSE OBJECTIVES

- Understand the cross-cultural perspectives on social, political, economic, and belief systems of the society;
- Understand issues of social inequality, colonialism and neo-colonialism, and the modern world system.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Culture		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different perspectives of culture; • identify basic characteristics of culture; • analyze culture from anthropological perspectives. 	<ul style="list-style-type: none"> • Concepts of culture • Characteristics of culture • Perspectives of culture 	2 hrs
Unit-2: Social Organization		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different social organizations; • identify the characteristics of kinship, descent, kinship terminology, marriage, etc.; 	<ul style="list-style-type: none"> • Kinship, descent, and kinship terminology • Incest taboo • Marriage and rules of exogamy and endogamy 	4 hrs

<ul style="list-style-type: none"> analyze the functions of social organizations in the context of their society. 	<ul style="list-style-type: none"> Different types of marriage 	
Unit-3: Adaptive Strategies for Making a Living		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> examine different adaptive strategies of making a living; identify salient features of foraging, horticulture, agriculture, pastoralism, and industrialism; analyze the functions of different adaptive strategies from a cross-cultural comparison of economic systems. 	<ul style="list-style-type: none"> Foraging Cultivation (horticulture and agriculture) Pastoralism and industrialism Cross-cultural comparison of production, distribution, exchange, and market systems 	4 hrs
Unit-4: Comparative Political Systems		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> examine the comparative political systems; identify salient features of different political systems; analyze the functions of the stateless and state-based political systems. 	<ul style="list-style-type: none"> Stateless society- band, tribe, and chiefdom The state 	4 hrs
Mid-term Examination		
Unit-5: Social Inequality		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> examine the patterns of social inequality; identify the root causes of social inequality; analyze and critically evaluate race, ethnicity, caste, and gender in the context of own society. 	<ul style="list-style-type: none"> Race Ethnicity Caste Gender 	4 hrs
Unit-6: Religion from Anthropological Perspective		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain different concepts of religion from an anthropological perspective; identify different aspects of religion, beliefs, and rituals; analyze the relationship of religion with culture. 	<ul style="list-style-type: none"> Religion Culture- beliefs, and rituals Religious practitioners 	4 hrs
Unit-7: Colonialism and Neo-colonialism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the history of colonialism and neo-colonialism; identify major differences between colonialism and neo-colonialism; analyze and critically evaluate the role and impact of colonialism and neo-colonialism. 	<ul style="list-style-type: none"> Historical background Domination Exploitation and its impacts 	4 hrs
Unit-8: Modern World System		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the modern world system; identify salient features of the modern world-system; analyze the pattern of global stratification, poverty, and class. 	<ul style="list-style-type: none"> Global stratification and poverty The open and closed class system 	2 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Barbara, D. Miller

1999 Cultural Anthropology. Boston: Allyn Bacon.

Kottak, C. Phillip

2002 Cultural Anthropology. Boston: McGraw-Hill, Inc.

ADDITIONAL TEXT

Nanda, Serena, and Richard L. Warms

2012 Culture Counts: A Concise Introduction to Cultural Anthropology. London: Wadsworth Cengage Learning.

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COURSE NUMBER AND TITLE: ANTH 152: THE BEGINNING OF ANTHROPOLOGICAL THEORIES

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course will offer an introduction to the background of anthropological theories. It will also emphasize the development of the evolutionary school and the reaction against it in terms of diffusionism and historical particularism.

COURSE OBJECTIVES

- Understand the background of anthropological ideas and thoughts developed over time;
- Understand the contexts where travelers, missionaries, and colonial administrators attempted to construct the image of non-European people;
- Interpret the attempts of scholars and armchair anthropologists from the west to transform these narratives into grand theories of socio-cultural evolution;
- Understand different issues of diffusionist and historical particularist schools;
- Examine the impact of these schools on the making of anthropology as a distinctive discipline.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Intellectual Roots		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain intellectual roots to the concept of 'the other' by western philosophy; identify major aspects of conceptualizing other culture; analyze the concepts of others and culture through a critical understanding of the accounts of western missionaries and colonial administrators. 	<ul style="list-style-type: none"> Europe encountering 'the other' world Conceptualizing other culture: the accounts of western travelers, missionaries and colonial administrators The triumph of scientific evolutionist theory: its impact on social thought and theorizing 'culture' 	12 hrs
Unit-2: The Rise of Socio-cultural Evolutionist Thought		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the rise of sociocultural evolutionism; identify basic features of evolutionist theories; analyze and critically evaluate the thought of socio-cultural evolutionists towards institutionalizing anthropology as an academic discipline. 	<ul style="list-style-type: none"> Herbert Spencer ('Social Darwin'), Sir Henry James Sumner Maine, Robert Briffault, Johann Jakob Bachofen, and J. F. Maclennan Cross-cultural studies and classical evolutionism in anthropology: Lewis Henry Morgan, Friedrich Engels British Evolutionists: Edward Burnett Tylor, Robert Ranulf Marett, and James George Frazer Institutionalization of anthropology as an academic discipline 	16 hrs
Mid-term Examination		
Unit-3: Diffusionism and Anti-evolutionist Campaigning		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the fundamentals of diffusionism; identify basic characteristics of diffusionism; analyze diffusionists' perspectives for the anti-evolutionist campaign. 	<ul style="list-style-type: none"> The concept of 'culture area' German diffusionism British diffusionism American diffusionism 	16 hrs
Unit-4: Historical Particularism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the fundamentals of historical particularism; identify basic characteristics of historical particularism; analyze the contexts of making North American anthropology. 	<ul style="list-style-type: none"> Franz Boas, Alfred Louis Kroeber, and Robert Lowie The Boasian attack on evolutionism The making of North American anthropology 	12 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Erickson, Paul A. and Liam D. Murphy

2003 A History of Anthropological Theory. Ontario: Broadview Press.

Erickson, Paul A. and Liam D. Murphy, eds.

2001 Readings for a History of Anthropological Theory. Ontario: Broadview Press.

Kuper, Adam

1988 The Invention of Primitive Society: Transformations of an illusion. London: Routledge.

McGee R. J. and Richard L. Warms

2008 Anthropological Theory: An Introductory History. New York: McGraw-Hill.

Moore, Jerry D.

2009 Visions of Culture: An Introduction to Anthropological Theories and Theorists. Lanham: Altamira Press.

ADDITIONAL TEXT

Kucklick, Henrika

1991 The Savage Within: The Social History of British Anthropology 1885-1945. Cambridge: The Cambridge University Press.

Kucklick, Henrika

1996 Islands in the Pacific: Darwinian Biogeography and British Anthropology. American Ethnologists 23(3):611-628.

Kucklick, Henrika

2008 The British Tradition: A New History of Anthropology. Maldes, MA: Blackwell Publications.

Lowie, Robert

1937 History of Ethnological Theory. New York: Farrer and Rinehart.

Lowie, Robert

1920 Primitive Society. New York: Bone and Liveright.

COURSE NUMBER AND TITLE: ANTH 153: KINSHIP AND SOCIAL ORGANIZATION

CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

The purpose of this course is to introduce students to the basic concepts and issues of kinship and social organizations. This will also help them to learn about the nature of kinship relations, the development of 'modern' reproductive technologies, and the emergence of new patterns in kinship systems of Bangladesh.

COURSE OBJECTIVES

- Understand Kinship as enculturation process, family life, social values, and structures of the communities;
- Analyze the kinship system in non-literate and contemporary societies and its functions;

- Examine kinship in traditional and modern cultures;
- Understand different social organizations such as marriage, alliance, and family;
- Understand the nature of kinship relations, 'modern' reproductive technologies, and changing patterns in kinship systems of Bangladesh.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the nature of kinship studies; • identify salient features of kinship; • analyze the background and significance of kinship studies with critical understandings. 	<ul style="list-style-type: none"> • The nature of kinship • Background and significance of kinship studies 	4 hrs
Unit-2: Kinship System		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • Explain different kinship systems; • identify different types of descent; • analyze the functions of descent. 	<ul style="list-style-type: none"> • Descent and its types • Extensions of unilineal descent groups: lineages, clans, phratry, moiety, and tribe 	8 hrs
Unit-3: Kinship Terminology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different kinship terminologies explained by Morgan and Lowie; • identify major characteristics of kinship terminology; • analyze the significance of kinship terminology concerning language, culture, and society. 	<ul style="list-style-type: none"> • Classification offered by Morgan, Lowie, and Murdock • Significance of kinship terminology and its relationship with language, culture, and society 	8 hrs
Unit-4: Marriage and Alliance		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different types of marriage system; • identify major differences among different types of marriage; • analyze the functions of marriage, marital transactions, divorce, death, and remarriage. 	<ul style="list-style-type: none"> • Types and practices of marriage • Post-marital residence and marital transactions • Divorce, death, and remarriage 	4 hrs
Unit-5: Theories of Incest Taboo		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain incest taboo; • identify salient features of incest and incest taboo; • analyze the theories of incest taboo with critical understandings. 	<ul style="list-style-type: none"> • Theories of the incest taboo 	4 hrs
Mid-term Examination		
Unit-6: Family from a Cross-cultural Perspective		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different types of family from a cross-cultural perspective; • identify major characteristics of different types of family; 	<ul style="list-style-type: none"> • Types of the family: the family of orientation, family of procreation, nuclear and extended family, joint and stem family • Evolution of family 	8 hrs

<ul style="list-style-type: none"> analyze the functions of the family with evolutionary and feminist perspectives. 	<ul style="list-style-type: none"> Feminist perspectives on family 	
Unit-7: Household as a Unit of Analysis		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different types of household; identify different types of household with specific characteristics; analyze the functions of the household of Bengal. 	<ul style="list-style-type: none"> Composition of household, and different types of household Household as an economic unit Changes in the composition of household in Bengal 	8 hrs
Unit-8: Domestic Group		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the development cycle of domestic groups; identify salient features of the domestic group; analyze the functions of the domestic group. 	<ul style="list-style-type: none"> The development cycle of the domestic group 	4 hrs
Unit-9: Gender, Politics, and Kinship		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain relationships between gender and kinship, and politics and kinship; identify crucial aspects of gender and politics in kinship; analyze the functions of gender and politics in kinship with reference from their society. 	<ul style="list-style-type: none"> Gender dimensions and kinship Politics and kinship 	4 hrs
Unit-10: New Reproductive Technology and Changing Nature of Family and Kinship		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain new reproductive technology and changing pattern of family and kinship; identify major aspects of new reproductive technology; analyze case studies on reproductive technology and changing the nature of family and kinship with reference from their society. 	<ul style="list-style-type: none"> New reproductive technology Changing the nature of family and kinship Selected case studies 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Fox, Robin

1984 Kinship and Marriage. New York: Cambridge University Press.

Holy, Ladislav

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- 1996 *Anthropological Perspective on Kinship*. London: Pluto Press.
- Keesing, Roger Martin
1975 *Kin Groups and Social Structure*. New York: Holt, Rineheart and Winston, Inc.
- Neting, Robert McC, with Richard R. Wilk and Eric J. Arnold, eds.
1984 *Households: Comparative and Historical studies of the Domestic Groups*. Berkeley: University of California press.
- Saradamoni, K., ed.
1999 *Finding the Household: Conceptual and methodological Issues*. New Delhi: Sage Publications.
- Segalen, Martine
1984 *Historical Anthropology of Family*. Cambridge: Cambridge University press.
- Stone, Linda
2001 *New Directions in Anthropological Kinship*. New York: Rowman& Littlefield Publishers, Inc.
- Thorne, Barry and Marilyn Yalom (eds.)
1982 *Rethinking Family: Some Feminist Questions*. New York and London: Longman.

ADDITIONAL TEXT

- Barnard, Alan, and Anthony Good
1984 *Research Practices in the Study of Kinship*. London: Academic Press.
- Benokraitis, Nijole
2002 *Contemporary Ethnic Families in the United States*. New Jersey: Prentice-Hall.
- Counts, Dorothy Ayers, with Judith K. Brown and Jacquelyn C. Campbell
1992 *Sanction and Sanctuaries: Culture perspectives on the beating of wives*. Boulder Colorado: Westview Press.
- Engels, Friedrich
1972 [1884] *The Origin of the Family, Private Property, and the State*. New York: Pathfinder Press.
- Evans-Pritchard, Edward Evan
1940 *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Clarendon Press.
- Graburn, Nelson, ed.
1971 *Readings in Kinship and Social Structure*. New York: Harper and Row.
- Goody, Jack, ed.
1958 *Developmental Cycle in Domestic Groups*. New York: Cambridge University Press.
- Goody, Jack
1976 *Production and Reproduction: A Comparative Study of the Domestic Domain*. Cambridge: Cambridge University Press.
- Goody, Jack, and Stanley J. Tambiah, eds.
1973 *Bride Wealth and Dowry*. Cambridge: Cambridge University Press.
- Lewis, Oscar
1959 *Five Families*. New York: A Mentor Book.
- Maynes, Mary Jo, with Ann Waltner, Birgitte Soland and Ulrike Strasser, eds.
1996 *Gender, Kinship, Power: A Comparative and Interdisciplinary History*. New York: Routledge.
- Oxford, Ellen

1992 Blood, Sweat, and Mahjong: Family and Enterprise in an overseas Chinese community. Ithaca, NY: Cornell University Press.

Pasternak, Burton, with Carol Ember and Melvin Ember, eds. 1997 Sex, Gender and Kinship. New Jersey: Prentice Hall.

Potter, Sulamith Heins 1977 Family Life in a Northern Thai village: A structural study in the significance of Women. Berkeley: University of California press.

Stack, Carol 1997 All Our Kin. New York: Basic Books.

Stone, Linda 1997 Kinship and Gender. Boulder: Westview Press.

Taylor, Debbie 1994 My Children, My God: A Journey to the World of seven single Mothers. Berkeley: University of California press.

Van den Berghe, Pierre L. 1990 Human Family Systems: An evolutionary view. New York: Waveland Press, Inc.

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COURSE NUMBER AND TITLE: ANTH 154: FOUNDATIONS OF PHYSICAL ANTHROPOLOGY
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course provides students with a detailed introduction to the principles and methods of physical anthropology. It highlights the evolutionary process through a critical theoretical understanding and discusses how this process shaped who we are today.

COURSE OBJECTIVES

- Understand major theories and debates regarding human origin;
- Explain detailed discussion on living primates, major hominid groups, their tools, fossil records, and the process of emergence of bipedalism;
- Understand anthropometry, human variation, and research methods in physical anthropology.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the history and subject matter of physical anthropology; • identify major features of physical anthropology; • analyze the relationship of physical anthropology with other disciplines. 	<ul style="list-style-type: none"> • Definition and subject matter of physical anthropology • Historical background of physical anthropology • Relationship of physical anthropology with other 	2 hrs

	disciplines that study human biology	
Unit-2: Research Methods in Physical Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different research methods of physical anthropology; identify major aspects of different dating methods; analyze the application of dating methods to date fossils and reconstructing evolutionary history. 	<ul style="list-style-type: none"> Dating methods and techniques- systematic survey, excavation Relative dating (stratigraphic placement, fluorine absorption analysis) Absolute dating (carbon 14, potassium-argon, molecular analysis) Concerns to date fossils, dating methods as a means of reconstructing evolutionary history and identifying patterns of change 	4 hrs
Unit-3: Primates		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the different classification of primates; identify salient features of primates; analyze the social life of the primates. 	<ul style="list-style-type: none"> Primates and primate tendencies Classification of primates: prosimians, Anthropoidea (new world monkey, old-world monkey, apes, humans), their similarities and differences Primate social groups 	4 hrs
Unit-4: Origin of Human		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the development of evolutionary ideas about the origin of human species; identify major aspects of different theories on evolution; analyze modern evolutionary thoughts to understand the origin of humans. 	<ul style="list-style-type: none"> Creationism, catastrophism, and development of the evolutionary idea (Carolus Linnaeus, Erasmus Darwin, Jean Baptiste Pierre Antoine De Monet De Lamarck, Charles Lyell) Natural selection theory (Charles Darwin, Alfred Russel Wallace), Neo-Darwinism, Gregor Johann Mendel's law Genetics and modern evolutionary theory 	6 hrs
Mid-term Examination		
Unit-5: Hominid Evolution		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain hominid evolution from different time scales; identify the differences among different stages of hominid evolution; analyze the hominid evolution process with changes in geographical time scales, physiological characteristics of hominids, and hominid tools. 	<ul style="list-style-type: none"> Geological time scales- Paleozoic, Mesozoic, Cenozoic (Paleocene, Eocene, Oligocene, Miocene, Pliocene, Pleistocene) Physiological characteristics to identify major hominid groups (dental patterns, cranial capacity, the shape of the pelvis, location of the foramen magnum, changes in sagittal crest) 	4 hrs

	<ul style="list-style-type: none"> The emergence of bipedalism (roles of environment, food habit, physiological changes) Changes in hominid tools (Oldowan, Acheulean, Mousterian, Magdalenian) 	
Unit-6: Anthropometry		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain anthropometry as a tool of physical anthropology; identify the functions of different tools of anthropometry; analyze the processes of anthropometry with a critical evaluation to classify humans into racial, ethnic, and national groups through case studies. 	<ul style="list-style-type: none"> Definition and main branches of anthropometry (Cranioimetry, Osteometry, Cephalometry, Somatometry, and Anthroposcopy) Criticisms of anthropometry to classify human beings into racial, ethnic, and national groups Uses of anthropometry in recent times 	4 hrs
Unit-7: Human variations, adaptations and the concept of "race"		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain human variation, adaptation, and the concept of 'race'; identify major criticisms and debates on race; analyze contemporary notions of human diversity with a critical understanding of biological and cultural constructions of race. 	<ul style="list-style-type: none"> Historical views of human variation, the origin of the idea of "superior race" Later criticisms of and the debates on the biological or cultural constructions of race Contemporary interpretations of human population diversity, adaptive significance, and the role of environmental and cultural factors. 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Boaz, Noel T., and Alan J. Almquist

1996 Biological Anthropology: A Systematic Approach to Human Evolution. London: Prentice-Hall.

Driben, Paul, and Harvey Herstein

2002 Portrait of Humankind. Boston: Pearson Custom.

Jolly, Clifford J., and Randall White

1995 Physical Anthropology and Archaeology. New York: McGraw-Hill, Inc.

Kelso, A. J.

1974 *Physical Anthropology: An Introduction*. Philadelphia: J. B. Lippincott.

Kottak, Conrad Philip

2003 *Physical Anthropology and Archaeology*. New York: McGraw-Hill, Inc.

Jurmain, Robert, with Lynn Kilgore, Wenda Trevathan, and Russell L. Ciochon

2011 *Introduction to Physical Anthropology*. Belmont: Wadsworth Publishing.

ADDITIONAL TEXT

Bennett, Kenneth A.

1979 *Fundamentals of Biological Anthropology*. Dubuque: Wm. C. Brown Company.

Birdsell, J. B.

1972 *Human Evolution: An Introduction to the New Physical Anthropology*. Chicago: Rand McNally & Company.

Buettner-Janusch, John

1966 *Origins of Man: Physical Anthropology*. New York: John Wiley & Sons.

Campbell, Bernard Grant

2009 *Human Evolution: An Introduction to Man's Adaptations*. New Brunswick and London: Aldine Transaction.

Darwin, Charles

1866 *On the Origin of Species by Means of Natural Selection: or The Preservation of Favoured Races in the Struggle for Life*. London: John Murray.

Das, B. M.

1992 *Outlines of Physical Anthropology*. Calcutta: Kitab Mahal Agencies.

Jones, S., with R. Martin and D. Pibeam

1994 *The Cambridge Encyclopedia of Human Evolution*. Cambridge: Cambridge University Press.

Kottack, Conrad Phillip

2008 *Anthropology: The Exploration of Human Diversity*. New York: McGraw-Hill Companies.

COURSE NUMBER AND TITLE: ANTH 155: FUNCTIONAL ENGLISH & ACADEMIC WRITING **CREDIT HOURS: 2 (TWO)**

INTRODUCTION TO THE COURSE

This course is designed to help students develop communicative competence in English. To achieve this goal a task-based learner-centered approach will be adopted. Emphasis will be given on listening, speaking, reading, and writing as well as grammar. That is learners will do a variety of activities in the class to become fluent speakers and effective writers and readers.

COURSE OBJECTIVES

- Understand the major issues required for the four skills of listening, reading, writing, and speaking English;
- Understand issues of grammar and vocabulary.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Listening		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different ideas for listening practices; identify specific listening skills and attitudes; analyze and perform a listening skill for communication and academic writing. 	<ul style="list-style-type: none"> Listening for main ideas Listening for specific information Listening for good pronunciation, stress, and intonation 	2 hrs
Unit-2: Reading		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different ideas for reading practices; identify specific reading skills and attitudes; analyze and perform the reading skill to improve vocabulary academic understandings. 	<ul style="list-style-type: none"> Reading for gist Reading for specific information Finding out the writer's point of view, attitude, and arguments Reading to improve vocabulary and sentence skills 	2 hrs
Unit-3: Writing		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different ideas for developing sentence and writing skills; identify major writing techniques; analyze paragraph, narrative, and book review. 	<ul style="list-style-type: none"> Developing sentence skills Different stages of writing: brainstorming, pre-writing, draft, revising, editing Writing paragraph: topic sentence, supporting details, different patterns of paragraph development Writing personal and business letters, and e-mails Writing narrative and description Writing a review of books and films 	4 hrs
Unit-4: Speaking		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different ideas for speaking practices; identify specific speaking skills and attitudes; analyze and perform speaking skills to improve discussion, social expressions, and presentations. 	<ul style="list-style-type: none"> Greetings and social expressions Discussion Role-play Interviews Impromptu talks Presentations Informal debate 	4 hrs
Unit-5: Grammar		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain grammatical rules and regulations; identify tenses, verbs, and relative clauses in sentences; analyze the functions of grammar in writing skills. 	<ul style="list-style-type: none"> Tenses, verb patterns Questions Relative clauses Expressing quantity Articles and determiners Prepositions 	2 hrs
Mid-term Examination		
Unit-6: Vocabulary		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain rules of vocabulary to learn words from the context; identify words, synonyms, and antonyms from the context; analyze the functions of vocabulary to learn new words. 	<ul style="list-style-type: none"> Learning new words from the context: compound words, antonyms, synonyms, hot verbs Suffixes and prefixes Word pairs Idioms Homophones 	<p>4 hrs</p>
<p>Unit-7: Writing Academic Papers and Articles</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain rules of writing academic papers and articles; identify major aspects of academic papers and articles; analyze articles to examine personal analytical skills. 	<ul style="list-style-type: none"> Basic knowledge about writing academic papers and articles 	<p>4 hrs</p>
<p>Unit-8: AAA and APA Style Guide</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain general rules of AAA and APA style guide; identify references and citations in papers and articles; analyze and utilize referencing, citation, paraphrasing, and quotation patterns to examine personal skills in writing papers and articles. 	<ul style="list-style-type: none"> Referencing Citations Paraphrasing and Quotation 	<p>2 hrs</p>
<p>Unit-9: Referencing Software</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the functions of referencing software; identify major aspects of selecting and using referencing software; analyze and utilize referencing software in academic papers and articles. 	<ul style="list-style-type: none"> Bib Tex EndNote Ref Works 	<p>2 hrs</p>
<p>Unit-10: Academic Dishonesty and Plagiarism</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain academic dishonesty and rules regarding plagiarism; identify specific indicators of plagiarism check; analyze plagiarized papers and articles and learn to avoid plagiarism. 	<ul style="list-style-type: none"> Academic dishonesty Define plagiarism Rules to avoid plagiarism 	<p>2 hrs</p>
<p>Semester Final Examination</p>		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Darley, J. M., with M. P. Zanna and H. L. Roediger III, eds.

2003 *The Complete Academic: A Practical Guide for the Beginning Social Scientist*. Washington, DC: American Psychological Association.

Soars, Liz, and John Soars

1998 *New Headway, Upper Intermediate, Student's Book*. Oxford: Oxford University Press.

Turabian, Kate L, with Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, eds.

2013 *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students & Researchers*. Chicago: University of Chicago Press.

ADDITIONAL TEXT

American Anthropological Association

2009 *Style Guide*. Arlington, VA: American Anthropological Association.

Langan, John

2007 *English Skills with Readings*. London and New York: McGraw-Hill Education.

Murphy, Raymond

2012 *English Grammar in Use (Intermediate): A Self-study Reference and Practice Book for Intermediate Learners of English, 3rd Edition*. Cambridge and New York: Cambridge University Press.

The Chicago Manual of Style

2003 *The Chicago Manual of Style, 15th Edition*. New York: Lippincott and Crowell.

The Handbook of Nonsexist Writing

1980 *The Handbook of Nonsexist Writing*. New York: Lippincott and Crowell.

COURSE NUMBER AND TITLE: ANTH 156: ETHNOGRAPHIC FIELDWORK AND VIVA-VOCE **CREDIT HOURS: 2 (TWO)**

INTRODUCTION TO THE COURSE

The course is designed to make students familiar with the 'field' in anthropology. In this regard, the major aspects of conducting fieldwork in anthropology will be introduced. This course will provide an approach to common concepts and methodologies in anthropology relating to ethnographic fieldwork. Students will be able to relate their learnings in the classroom with the people, society, and culture in the field through writing a fieldwork report.

COURSE OBJECTIVES

- Obtain practical orientation to the procedures of field research;
- Understand the meaning of the field;
- Understand the procedures followed to conduct fieldwork;
- Gain the ability to relate their theoretical and methodological understandings with the practical situation of the society.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction: 'Field' and 'Fieldwork' in Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the concepts of field and fieldwork in anthropology; identify various aspects of fieldwork in anthropology; analyze and critically discuss the current debates of fieldwork. 	<ul style="list-style-type: none"> Meaning of field in anthropology Features of fieldwork in anthropology Pre-fieldwork planning to post fieldwork representation of data 	<p>2 hrs</p>
Unit-2: Fieldwork Issues		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain anthropological knowledge for ethnographic fieldwork of different issues; identify different aspects of the field; analyze and critically reflect the issues of ethics, subjectivity, reflexivity, and fieldwork relationship. 	<ul style="list-style-type: none"> Poverty, rural and urban societies Exploration of livelihood Understanding social institutions and the community Kinship, gender, and social issues Climate change, disaster, and development Anthropological study of every aspect of human being, society, culture, economy, and politics Subjectivity, reflexivity, and fieldwork relationship Ethical challenges and ways of addressing these challenges 	<p>2 hrs</p>
Unit-3: Conducting Fieldwork		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain fieldwork planning in connection with fieldwork issues; identify salient features of the community studied in the field; analyze and learn to utilize theoretical and methodological understandings to organize fieldwork. 	<ul style="list-style-type: none"> Fieldwork planning, preparation, and selection of topic Going to the field Training and workshop in the field First-hand experience in the field Conducting fieldwork through using different anthropological research methods Data collection, checking, coding, decoding, and finalization of data Learning to grasp the untold stories from the field to cover fieldwork issues Return from the field 	<p>20 hrs</p>
Unit-4: Presentation of Field Data and Report Writing		
<p>At the end of this unit, students will be able to-</p>	<ul style="list-style-type: none"> The process of data generation Tabulation and summarization 	<p>2 hrs</p>

<ul style="list-style-type: none"> explain data from the field and fieldwork experiences; identify the strengths and weaknesses of the fieldwork; analyze and critically discuss the field situation based on data obtained from the field. 	<ul style="list-style-type: none"> Data analysis Presentation of the findings Fieldwork report writing following guidelines 	
Unit-5: Oral Test (Viva-voce)		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain and communicate effectively on the topics covered by the courses and fieldwork; identify major findings from the fieldwork; analyze and apply reflective analysis to theoretical and applied contexts. 	<ul style="list-style-type: none"> Oral defense on the findings from the field Learning from different courses 	2 hrs

INSTRUCTIONAL STRATEGIES

Lecture, Interactive discussion, Question-answer (quiz), Observation, Debate, Presentation etc.

ASSESSMENT

Class attendance, Fieldwork report, Oral test (viva-voce).

REFERENCES

REQUIRED TEXT

Bernard, Harvey Russell

2011 *Research Methods in Anthropology: Qualitative and quantitative approaches*. Lanham: Altamira Press.

Fetterman, D. M.

2009 *Ethnography: Step-by-step (Vol. 17)*. Sage Publications.

ADDITIONAL TEXT

Bryman, Alan, ed.

2001 *Ethnography (4 Volumes)*. London: SAGE Publications Ltd.

Gusterson, Hugh. ed.

2008 *Ethnographic Research*. In *A Pluralist Guide to Qualitative Methods in International Relations*. New York, NY: Palgrave Macmillan, pp. 115-142.

Clifford, James

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Bourgois, Philippe

1990 *Confronting Anthropological Ethics: Ethnographic Lessons from Central America*. *Journal of Peace Research* 27, pp 43-54.

Warren, Kay B. ed

2001 *Telling Truths*. Minneapolis, MN: University of Minnesota Press, pp. 198-218.

Montejo, Victor D. ed.

2001 *Truth, Human Rights, and Representation*. Minneapolis, MN: University of Minnesota Press, pp. 372-91.

5.3 SECOND YEAR 3RD SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 201: THE RISE AND FALL OF FUNCTIONALIST PARADIGM IN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course will orient the students with the functionalist paradigm that has dominated over the areas, methods, and perspectives of the discipline anthropology in question. This course is designed with a major focus on the study of origin, development, and downfall of the functionalist paradigm in anthropology examined through Thomas Kuhnian sense.

COURSE OBJECTIVES

- Understand the works of Durkheim and Mauss about the foundation of functionalist ideas;
- Focuses on the fathers of anthropological functionalism - Bronislaw Casper Malinowski and Alfred Reginald Radcliffe-Brown;
- Understand and analyze the works of British late functionalists like Edward E. Evans-Pritchard, Meyer Fortes, Raymond Firth, and Max Gluckman;
- Understand the works of Neo-functionalists in the United States and the 'fall' of this 'widespread' and once 'dominant' paradigm.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Classical foundation of Functionalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the classical foundation of functionalism; • identify major contributions of Durkheim and Mauss in functionalism; • analyze and critically evaluate the history and concepts of the classical foundation of Functionalism. 	<ul style="list-style-type: none"> • Emile Durkheim • Marcel Mauss 	12 hrs
Unit-2: Early Functionalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain early functionalist paradigm in anthropology; • identify major contributions of Malinowski and Radcliffe-Brown in functionalism; • analyze and critically evaluate the works of Malinowski and Radcliffe-Brown history. 	<ul style="list-style-type: none"> • Bronislaw Casper Malinowski - 'functionalist' theory of culture, theories of 'need', 'magic', 'ritual', and 'family' • Alfred Reginald Radcliffe-Brown- the concept of 'social structure', theories of structural-functionalism, and 'ritual' 	12 hrs
Mid-term Examination		
Unit-3: Late Functionalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain late functionalist paradigm in anthropology; 	<ul style="list-style-type: none"> • Edward Evan Evans Pritchard • Meyer Fortes • Raymond Firth • Max Gluckman 	12 hrs

<ul style="list-style-type: none"> identify major contributions of Evans Pritchard, Fortes, Firth, and Gluckman in functionalism; analyze and critically evaluate the theoretical contributions of late functionalist thinkers. 		
Unit-4: American Neo-functionalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the American Neo-functional paradigm in anthropology; identify major contributions of American Neo-functionalists; analyze and critically evaluate the theoretical contributions of American Neo-functionalist. 	<ul style="list-style-type: none"> American Neo- functionalism theorists 	10 hrs
Unit-5: The 'fall' of the Functionalist School of Thought		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the fall of the functionalist school of thought; identify the major reasons behind this fall; analyze and critically evaluate the reasons for the fall of the functionalist school of thought. 	<ul style="list-style-type: none"> The 'fall' of the Functionalist School of Thought 	10 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Alexander, Jeffrey, and Paul Colomy

1990 Neofunctionalism Today. *In* Frontiers of Social Theory. George Ritzer, ed. New York: Columbia University Press.

Barnard, Alan

2001 History and Theory in Anthropology. Cambridge: Cambridge University Press.

Durkheim, Emile

1912 The Elementary Forms of Religious Life. London: Allen and Unwin.

Erickson, Paul A., and Liam D. Murphy, eds.

2001 Readings for a History of Anthropological Theory. Ontario: Broadview Press.

Evans- Pritchard, Edward Evans

1937 Witchcraft, Oracles and Magic among the Azande. Oxford: Clarendon Press.

Firth, Raymond

1957 We, The Tikopia. Boston: Beacon Press.

Fortes, Meyer

1949 The Web of Kinship among the Tallensi. Oxford: Oxford University Press.

Fortes, Meyer, and Edward Evans Evans-Pritchard

1940 African Political Systems. London & New York: International African Institute.

Gluckman, Max

1966 Custom and Conflict in Africa. Oxford: Basil Blackwell.

Layton, Robert

1997 An Introduction to the Theory in Anthropology. Cambridge: Cambridge University Press.

McGee R. Jon, and Richard L. Warms

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Malinowski, Bronislaw Casper

1929 The Sexual Life of Savages in North-Western Melanesia: An Ethnographic Account of Courtship, Marriage and Family Life among the Natives of Trobriand Islands, British New Guinea. New York: Halcyon House.

Radcliffe-Brown, Alfred Reginald

1952 Structure and Function in Primitive Society. London: Cohen and West Ltd.

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Douglas, Mary

1980 Evans-Pritchard. Brighton: Harvester.

Firth, Raymond, ed.

1957 Man and Culture: An Evaluation of the Work of Bronislaw Malinowski. London: Routledge and Kegan Paul.

Geertz, Clifford

1988 Works and Lives: Anthropologists as Author. Stanford, CA: Stanford University Press.

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Jarvie, I. C.

1973 Functionalism. Minneapolis: Burgess Publishing Company.

Kapferer, Bruce

1987 The Anthropology of Max Gluckman. In Power, Process and Transformation: Essays in Memory of Max Gluckman (Social Analysis. Special Issues Series 22). Bruce Kapferer, ed. Adelaide: Department of Anthropology, University of Adelaide. <http://www.jstor.org/stable/23169617> (to be accessed).

Kuper, Adam, ed.

1977 The Social Anthropology of Radcliffe-Brown. London: Routledge and Kegan Paul.

Kuper, Adam

1983 Anthropology and Anthropologists: The Modern British School. London: Routledge and Kegan Paul.

Kuper, Adam

1988 The Invention of Primitive Society: Transformations of an Illusion. London: Routledge.

Lesser, Alexander

1985 Functionalism in Social Anthropology. In History, Evolution and the Concept of Culture: Selected papers by Alexander Lesser. Sidney Mintz, ed. Cambridge: Cambridge University Press.

Morrison, Ken

2006 Marx, Durkheim, Weber: Formations of Modern Social Thought. London, Thousand Oaks and New Delhi: Sage Publications.

Rangasami, Amrita

1986 Famine: The Anthropological Account: An Evaluation of the Work of Raymond Firth. Economic and Political Weekly 21(36):1591-1601.

Spencer, J.

1965 The Nature and Value of Functionalism in Anthropology. In Functionalism in Social Sciences: The Strength and Limits of Functionalism in Anthropology. Don Martindale, ed. Philadelphia: The American Academy of Political and Social Sciences.

COURSE NUMBER AND TITLE: ANTH 202: INTRODUCTION TO PREHISTORY AND ARCHAEOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to familiarize students with the strategies to investigate archaeological remains and how these strategies contribute to the goals of archaeological anthropology.

COURSE OBJECTIVES

- Understand an introduction to theory and methods in archaeological research, data collection, and analysis;
- Understand the notion of prehistory and illustrate various prehistoric eras.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Archaeology and the Structure of Archaeological Inquiry		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the background of archaeology and its future perspectives; • identify different approaches to archaeological inquiry; • analyze the structure of archaeological inquiry with different theories and paradigms. 	<ul style="list-style-type: none"> • Historical background of archaeology: mid-twentieth century and future perspectives • Archaeological inquiry: anthropological approach, scientific approach - low-level theory, middle-level theory, high-level theory • Paradigms • Testing ideas • Reconstructing the past 	8 hrs
Unit-2: Doing Fieldwork, Geo-archaeology, and Site Formation Process		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the fieldwork methods of archaeology and site formation processes; • identify major aspects of fieldwork methods; • analyze geo-archaeology and formation processes in a systematic and archaeological context. 	<ul style="list-style-type: none"> • Doing fieldwork: survey for archaeological sites, surface archaeology, principles of excavation, test excavations, precision excavations, sifting the evidence and cataloging the findings • Geo-archaeology: stratigraphy 	12 hrs

	<ul style="list-style-type: none"> Formation processes in the systemic and archaeological contexts: determining the effect of formation processes 	
Unit-3: Chronology Building		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain chronology building processes in archaeology; identify salient features of different dating methods; analyze the application of dating methods. 	<ul style="list-style-type: none"> Dating methods- relative and absolute Dating in historical archaeology 	4 hrs
Unit-4: The Dimensions of Archaeology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concepts of time and space in archaeology; identify salient features of archaeological classification and space-time systematics; analyze the dimensions of archaeology through examining time-space. 	<ul style="list-style-type: none"> Time, space, and form Archaeological classification Space-time systematics 	4 hrs
Mid-term Examination		
Unit-5: Taphonomy and People, Plants and Animals in the Past		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain taphonomy; identify major techniques to select people, plants, and animals from archaeological sites; analyze experimental and ethno-archaeologies to study people, plants, and animals. 	<ul style="list-style-type: none"> Experimental and ethno-archaeologies Studying animal and plant remains from the archaeological sites 	4 hrs
Unit-6: Bio-archaeological Approaches and Reconstructing Social and Political Systems of the Past		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different bio-archaeological approaches; identify the need for bio-archaeological approaches in understanding social and political systems of the past; analyze the social and political systems of the past through kinship, social status, and political organization. 	<ul style="list-style-type: none"> Bio-archaeological approaches: skeletal analysis, paleodemography, reconstructing diet from human bone, archaeology and DNA Social and political systems of the past: social vocabulary, archaeology's relation to gender, kinship, social status, and political organization 	8 hrs
Unit-7: The Concept of Prehistory		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concept of prehistory; identify salient features of different stages of prehistory; analyze the root causes of the development of different ages. 	<ul style="list-style-type: none"> Stages of prehistory- stone age (Paleolithic, Mesolithic, and Neolithic) Copper and bronze age Iron age Development of agriculture 	12 hrs
Unit-8: Major Archaeological Sites in Bangladesh		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Paharpur Mahasthangarh 	4 hrs

<ul style="list-style-type: none"> • explain major archaeological sites in Bangladesh; • identify major aspects of different archaeological sites of Bangladesh; • analyze major archaeological remains to reconstruct the prehistory of Bangladesh. 	<ul style="list-style-type: none"> • Mainamati • Wari-Bateshwar Ruins 	
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Greene, Kevin
 2002, *Archaeology: An Introduction*. London: Routledge, Taylor & Francis.
 Kelly, Robert L., and David Hurst Thomas
 2013 *Archaeology*. Belmont: Wadsworth, Cengage Learning.
 Renfrew, Colin, and Paul Bahn
 2012 *Archaeology: Theories, Methods, and Practice*. London: Thames and Hudson Ltd.

ADDITIONAL TEXT

Ahmed, Nazimuddin
 1984 **Discover the Monuments of Bangladesh: A Guide to Their History, Location & Development**. Dhaka: University Press Limited.
 Lewis, Barry, with Robert Jurmain and Lynn Kilgore
 2013 *Understanding Humans: Introduction to Physical Anthropology and Archaeology*. Belmont: Wadsworth, Cengage Learning.
 Scarre, Chris, ed.
 2013 *The Human Past: World Prehistory & the Development of Human Societies*. London: the Thames and Hudson Ltd.

COURSE NUMBER AND TITLE: ANTH 203: AN INTRODUCTION TO QUANTITATIVE METHODS IN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course introduces students to quantitative methods in anthropology. This will also provide students with a hands-on experiment of different quantitative methods in anthropology. Principles of and epistemologies associated with quantitative methodology are included and major concepts of quantitative research are introduced.

COURSE OBJECTIVES

- Understand the tradition of quantification in anthropology;
- Understand key issues of quantitative research like summarization and visual representation of quantitative data;
- Examine sampling, research design, research process, and techniques of collecting data;
- Examine univariate and bivariate analysis and calculation of probability;
- Describe the ways of generalizing and drawing an inference in quantitative research.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: The Need for Quantification in Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the necessity for quantification in anthropology; • identify major principles of quantitative methodology; • analyze quantitative tradition in anthropology and its importance. 	<ul style="list-style-type: none"> • Principles of quantitative methodology • Epistemologies associated with quantitative research • Quantitative tradition in anthropology 	4 hrs
Unit-2: Basic Concepts of Quantitative Research		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the basic concepts of quantitative research; • identify different types of variables; • analyze hypothesis, theory, and cause and effect of analysis. 	<ul style="list-style-type: none"> • Quantitative data • Variable- conceptual and operational, discrete and continuous, dependent and independent, intervening variable • Measurement of variables • Cause and effect analysis • Hypothesis, theory, propositions, and law 	8 hrs
Unit-3: Techniques of Summarizing Quantitative Data		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different techniques of summarizing quantitative data; • identify different types of frequency distribution and tables; • analyze and prepare frequencies, percentages, and tables in anthropological research. 	<ul style="list-style-type: none"> • Frequency distribution • Proportion • Percentage • Ratio and rate • Tabulation- univariate and bivariate tables 	8 hrs
Unit-4: Visualization of Quantitative Data		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain processes of visualization; • identify different types of graphic presentation; • analyze the visual representation of quantitative data. 	<ul style="list-style-type: none"> • Graphic presentation- histogram, bar diagram, frequency polygon, ogives, pie chart, flow chart 	4 hrs
Unit-5: Sampling		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different sampling techniques; • identify the merits and demerits of sampling; 	<ul style="list-style-type: none"> • Techniques of sampling • Merits and demerits of the sampling techniques • Ways of determining sample size 	4 hrs

<ul style="list-style-type: none"> analyze ways of determining sample size in anthropological research. 	<ul style="list-style-type: none"> Sampling error 	
Mid-term Examination		
Unit-6: Quantitative Research Design and Research Process		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the quantitative research design and process; identify salient features of quantitative research design; analyze the research process and prepare a quantitative research design. 	<ul style="list-style-type: none"> Quantitative research design Research process 	4 hrs
Unit-7: Techniques of Collecting Quantitative Data		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain techniques of collecting quantitative data; identify salient features of different quantitative data collection techniques; analyze quantitative data and prepare a questionnaire for an interview. 	<ul style="list-style-type: none"> Sample survey Use of questionnaire and interview 	4 hrs
Unit-8: Univariate and Bivariate Analyses of Statistical Data		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain different analysis processes of statistical data; identify the basic application of univariate and bivariate analyses in anthropological research; analyze and apply univariate and bivariate analyses in anthropological research. 	<ul style="list-style-type: none"> Univariate analysis: measures of central tendency, measures of dispersion, the logic of hypothesis testing Bivariate analysis: 'T' test, analysis of variance (ANOVA), Chi-Square test, Fisher's exact probability test, Correlation-Pearson's 'r', Regression and 'Z' test 	12 hrs
Unit-9: Calculation of Probability		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain probability; identify the basics of a probability distribution; analyze normal distribution, permutation, and combination and apply in anthropological research. 	<ul style="list-style-type: none"> Normal distribution Permutation and combination 	4 hrs
Unit-10: Generalizing and drawing inference		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain inference; identify the basics of drawing inference; analyze inferences in anthropological research. 	<ul style="list-style-type: none"> Generalizing inference Drawing inference 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Agresti, Alan, and Barbara Finalay

1997 Statistical Methods for the Social Sciences. New Jersey: Prentice Hall Inc.

Bernard, Russell

2011 Research Methods in Anthropology: Qualitative and Quantitative Approaches. Lanham: Altamira Press.

Bernard, Russell, ed.

1998 Handbook of Methods in Cultural Anthropology. Walnut Creek: Altamira Press.

Driver, Harold E.

1953 Statistics in Anthropology. American Anthropologists 55:42-59.

Madrigal, Lorena

1998 Statistics for Anthropology. Cambridge: Cambridge University Press.

ADDITIONAL TEXT

Cochran, William G.

1954 Some Methods for the Common X^2 test. Biometrics 10:417-51.

Siegel, Sidney

1956 Non-parametric Statistics for the Behavioral Sciences. New York: McGraw-Hill.

COURSE NUMBER AND TITLE: ANTH 204: POLITICAL ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to provide students with an overview of the evolutionary process of political organization from cross-cultural perspectives. It will also explore the idea of the essence of formal and informal political practices in Bangladesh.

COURSE OBJECTIVES

- Understand the basic concepts and issues covered by political anthropology;
- Understand the meaning and scope of studying political anthropology with a review of its historical development;
- Analyze theories of the origin of the state;
- Understand factions and factional politics and various dimensions of political systems cross-culturally.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Political Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain political anthropology;	<ul style="list-style-type: none">• Meaning• Scope	4 hrs

<ul style="list-style-type: none"> identify the scope of political anthropology; analyze the meaning and historical development of political anthropology. 	<ul style="list-style-type: none"> Historical development 	
Unit-2: Evolution of Pre-industrial Political Systems		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain pre-industrial political systems; identify basic features of pre-industrial political systems; analyze major functions of the band, tribe, chiefdom, and the state. 	<ul style="list-style-type: none"> Band Tribe Chiefdom The state 	4 hrs
Unit-3: Conceptualizing Power		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain power in anthropology; identify salient features of power; analyze the meaning and theoretical understandings of power concerning politics. 	<ul style="list-style-type: none"> Concepts and theoretical understandings of power Relationship between power and politics 	4 hrs
Unit-4: The Perspectives of the State		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the state; identify basic features of state and stateless societies; analyze the theories related to the development of the state with critical understandings. 	<ul style="list-style-type: none"> Theories of the origin and development of the states Anthropological questions of state Society against the state Critiques of the concept of "stateless societies" 	8 hrs
Unit-5: Significant Issues Addressed by Political Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the similarities and differences of political systems; identify the connections of power and politics with religion and other social systems; analyze power and politics concerning influence, succession, and industrial west. 	<ul style="list-style-type: none"> Political systems- similarities and differences Power and influence Politics and religion Political succession Politics and the industrial west 	8 hrs
Mid-term Examination		
Unit-6: Factional Politics in Cross-cultural Societies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain faction; identify basic features of faction; analyze factional politics with cross-cultural examples. 	<ul style="list-style-type: none"> Concepts of faction Factional politics in cross-cultural societies 	4 hrs
Unit-7: Cases of Factional Politics and the Changes in Local Level Politics in Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the causes of factional politics in Bangladesh; identify major aspects of factional politics in Bangladesh; analyze the changes in local-level politics in Bangladesh due to factions. 	<ul style="list-style-type: none"> Cases of factional politics Changes in local-level politics in Bangladesh 	4 hrs
Unit-8: Social Movement, Popular Resistance, and Revolt		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Social movement 	4 hrs

<ul style="list-style-type: none"> explain social movement from political anthropological perspectives; identify major aspects of social movements; analyze social movements, resistance, and revolt from political anthropological perspectives. 	<ul style="list-style-type: none"> Popular resistance Revolt 	
Unit-9: Political Regimes of Domination and Resistance		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concepts of domination and resistance; identify basic features of domination and resistance; analyze different theoretical understandings of domination and resistance focusing Weber, Gramsci, Althusser, and Lila Abu-Lughod. 	<ul style="list-style-type: none"> Weber (bureaucratization) Gramsci (policing and consent) Althusser (the reproduction of submission) Lila Abu-Lughod (the romance of resistance) 	8 hrs
Unit-10: NGOs, Civil Society, and Transnationalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain transnationalism and civil society; identify basic features of civil society; analyze the function of civil society for transnational networking and the state. 	<ul style="list-style-type: none"> Origins of civil society Civil society versus the state NGOs and neoliberalism Transnational networking 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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Nicholas, Ralph W.

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5.4 SECOND YEAR 4TH SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 251: PSYCHOANALYTICAL SCHOOLS IN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course introduces students to the theories inspired by Freud in anthropology. These theories are categorized as Neo-Freudian and Post-Freudian theories of psycho-analysis.

COURSE OBJECTIVES

- Understand basic concepts Freudian and Neo-Freudian school in anthropology;
- Explain Neo-Freudian approaches to the study of culture;

- Understand post-Freudian psychoanalytic theory (notably Lacan).

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Classical Foundation of Neo-Freudian Theories		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain psychosocial development of humans, the structure of the human mind; • identify Freudian explanation of the relations between the individual and culture; • analyze the economic ordering of the society and present arguments for or against the solution of social pathologies through social reflexivity. 	<ul style="list-style-type: none"> • Freudian psychoanalysis – The Freudian concept of human development – Freudian analysis of culture and civilization • Alfred Adler and his successors • The Frankfurt School: Eric Fromm and Herbert Marcuse 	16 hrs
Unit-2: Neo-Freudian Approaches to the Study of Culture		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain Neo-Freudian approaches to the study of culture; • identify major points discussed by Mead, Benedict, and Du Bois; • analyze and present the argument against the Neo-Freudian study of culture and personality. 	<ul style="list-style-type: none"> • Margaret Mead • Ruth Benedict • Cora Du Bois 	12 hrs
Mid-term Examination		
Unit-3: Post-Freudian Psychoanalytic Theory		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of mirror stage of infant development, the concept of other; • identify the concept of three orders and distinguish between the imaginary, the symbolic, and the real; • analyze human conduct through the Lacanian concepts of desire and drive. 	<ul style="list-style-type: none"> • Lacanian psychoanalysis 	12 hrs
Unit-4: Post-Lacanian Psychoanalytic Theories of Culture		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of intertextuality, the semiotic, and abjection; • identify major points discussed by Kristeva and Irigaray in studying culture; • analyze and evaluate the differences between the way men and women speak and focus on sexual differences. 	<ul style="list-style-type: none"> • Julia Kristeva • Luce Irigaray 	16 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

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1930 Growing Up in New Guinea. New York: Blue Ribbon.

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1935 Sex and Temperament in Three Primitive Societies. New York: Morrow.

COURSE NUMBER AND TITLE: ANTH 252: URBAN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course aims to make students familiar with the basic concepts and issues of urban anthropology. This course will contain the issues of urbanism and urbanization; kinship, family, and neighborhood in an urban setting, urban social stratification, environment, and research methods relevant to urban anthropology.

COURSE OBJECTIVES

- Familiarize with basic concepts and issues of urban anthropology;
- Understand research methods suited for research in the urban context;
- Critically evaluate the relationship between urbanization, poverty, and environmental issues;
- Contrasting urbanization in developed and developing countries.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Development of Urban Anthropology as a Sub-field		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain urban anthropology;• identify major points to the development of urban anthropology;• analyze the context of studying urban anthropology through an understanding of its development as a sub-field.	<ul style="list-style-type: none">• Meaning and definition of urban anthropology• The historical context of its development	4 hrs
Unit-2: Research Methods for Urban Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain research methods designed for urban anthropology;• identify research problems of the cities and formulate research plans;• analyze urban research findings cross-culturally.	<ul style="list-style-type: none">• Techniques of data collection in urban scenarios• Doing fieldwork in cities• Multi-sited ethnography	4 hrs
Unit-3: Cities in Time and Space		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the meaning of the city;• identify salient features of the cities of different period;	<ul style="list-style-type: none">• Overview of ancient, medieval, and early cities• Cities of the east and west	4 hrs

<ul style="list-style-type: none"> analyze the distinctions between the cities of the east and west. 		
Unit-4: Cities in Developed and Developing Countries		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain and compare cities in developed and developing countries; identify major characteristics of urban growth; analyze the connection between free trade, privatization, and development of cities with theoretical understandings; 	<ul style="list-style-type: none"> Nature and characteristics of urban growth Rural-urban migration Growth of the cities Theories of urban growth- Louis Warth, Oscar Lewis, Robert Ezra Park, Ernest Burgess, Gidden Zobers 	8 hrs
Unit-5: Urbanism as a Way of Life		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the changes among the population during the transition from rural to urban settings; identify different aspects of urban life; analyze the pattern of urbanization with cross-cultural studies. 	<ul style="list-style-type: none"> Culture of poverty Urban kinship pattern and family Impact of urbanization and industrialization on domestic groups Changing the pattern and future of kinship in the urban way of life Historical aspects of urbanization Cross-cultural studies of urbanization 	8 hrs
Mid-term Examination		
Unit-6: The Urban Neighborhood		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the meaning of urban neighborhood; identify salient features of the urban neighborhood; analyze the development of social groups beyond kinship groups. 	<ul style="list-style-type: none"> Networks and associations in the cities 	8 hrs
Unit-7: Classes, Caste, and Ethnicity		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the nexus of class, caste, and ethnicity in cities; identify major aspects of the class, caste, and ethnicity in cities; analyze the pattern of urban social stratification. 	<ul style="list-style-type: none"> Social stratification and pluralism in complex societies Class, caste, and ethnicity in urban areas 	4 hrs
Unit-8: Environment of Mega Cities		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain human-induced causes of environmental degradation in the cities; identify major aspects of environmental problems in megacities; analyze the impact of the environment on cities and structural issues of urbanization. 	<ul style="list-style-type: none"> Environmental problems of megacities Planning and implementing reforms of cities 	8 hrs
Unit-9: Peasant Culture		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the peasant system of Bangladesh; • identify the composite form of the social organization of the cities; • analyze the nature and tradition of third world cities with case-studies from Bangladesh. 	<ul style="list-style-type: none"> • The third world cities- a case of Bangladesh 	<p>4 hrs</p>
<p>Unit-10: Slums and Squatters in the Cities of Bangladesh</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the pattern of slums in the cities; • identify salient aspects of slums and squatters of the cities; • analyze cities and their relations with developments of slums and squatters in Bangladesh. 	<ul style="list-style-type: none"> • Population inflation and urban invasion • Slums and squatters in the cities of Bangladesh 	<p>4 hrs</p>
<p>Semester Final Examination</p>		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 253: ECONOMIC ANTHROPOLOGY
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course aims to introduce students to the basic issues and concepts of economic anthropology. It will offer an analysis of how human societies provide the material goods and services, and the realization of final consumption that makes life possible. Different economic systems, money and market, ecosystems and economies, perspectives in economic anthropology, and development will also be introduced with examples from different cultures.

COURSE OBJECTIVES

- Introduce basic issues and concepts of economic anthropology;
- Understand economic systems in cross-cultural perspectives;
- Critical evaluation of economic upliftment projects through the lens of anthropology.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introducing Economic Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the meaning of economic anthropology; • identify the scope of economic anthropology; • analyze and contextualize anthropological understanding of economic life. 	<ul style="list-style-type: none"> • Scope of economic anthropology • Phases of economic activities- production, distribution, and consumption 	4 hrs
Unit-2: Economic Systems in Cross-Cultural Perspectives		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain different economic systems cross-culturally; • identify and differentiate the typologies and characteristics of different societies in terms of economic processes; • analyze the distinctive features of different economic systems to understand the evolutionary process. 	<ul style="list-style-type: none"> • Hunting-gathering economy • Shifting agricultural economy • Horticultural economy • Agricultural economy • Industrial economy 	12 hrs
Unit-3: Perspectives in Economic Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain different perspectives in economic anthropology; • identify the distinctive features of substantive and formalist perspectives; • analyze and comprehend the theoretical debates on economic systems. 	<ul style="list-style-type: none"> • Substantive, formalist, and Marxist ecological perspectives • Karl Polanyi and the embeddedness of economic activities • Decisions and choices- the rationality of economic actors • Production and reproduction 	12 hrs
Mid-term Examination		
Unit-4: Money and Market		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain money and market; • identify basic functions of money and market; • analyze and compare the development of medium and processes of exchange 	<ul style="list-style-type: none"> • Forms and functions of money • Evolution and circulation of money • Features, functions, and evolution of the market • Market relations, market channels, and market culture • Goods and commodities • Consumption and consumerism 	10 hrs
Unit-5: Ecology, Ecosystem, and Economics		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the relationships between nature, culture, and economy; • identify major aspects of resource management and ecological economics; • analyze the connections between ecology, ecosystem, and economics from anthropological perspectives. 	<ul style="list-style-type: none"> • Nature, culture, and economy • Resource management and carrying capacity • Access to resources and exploitation • Ecologic concerns of economic activities • Ecological economics 	10 hrs
Unit-6: Economic Anthropology and Development		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the historical emergence of development as a concept; • identify major debates concerning development; • analyze and critically evaluate the discourse of development and aggravated inequality in the world. 	<ul style="list-style-type: none"> • Conceptualizing development • Discourses of development • Global capitalism and the modern world system • Making and unmaking of the third world • Development as a social movement • Capability, freedom and human development 	<p>8 hrs</p>
<p>Semester Final Examination</p>		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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1982 *Europe and the People Without History*. Berkeley: University of California Press.

COURSE NUMBER AND TITLE: ANTH 254: ECOLOGICAL ANTHROPOLOGY
CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

The goal of this course is to give the student an understanding of how anthropologists study the human dimension of environmental problems. The student will study the impact humans have made on the natural environment from an international and a domestic perspective. The course is concerned with people's perceptions of and interactions with their physical and biological surroundings, and the various linkages between biological, cultural, and linguistic diversity.

COURSE OBJECTIVES

- Familiarize students with how culture influences the dynamic interactions between human populations and the ecosystems in their habitat through time;

- Understand relationships between human society and the natural world and how these relationships are culturally mediated;
- Critically engage with the rise of ecological theory in anthropology;
- Discuss new directions in ecological anthropology and related approaches to understand human-environment relations.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction: Basic Concepts in Ecological Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of ecological anthropology; • identify major aspects of nature, ecology, ecosystem, and environment; • analyze concepts of ecological anthropology towards an understanding of ecology and environment. 	<ul style="list-style-type: none"> • Basic concepts: nature, ecology, ecosystem, and environment 	4 hrs
Unit-2: Theoretical Orientation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different theoretical aspects of cultural ecology, environment, and evolution; • identify distinguishing features of technological, sociological, and ideological components of culture; • analyze philosophical grounds of treating the living environment as a whole regardless of their instrumental utility to human needs. 	<ul style="list-style-type: none"> • Cultural ecology (<i>Julian H. Steward</i>) • Neo-evolutionism (<i>Leslie A. White</i>) • Cultural materialism (<i>Marvin Harris</i>) • Neo-functionalism and the ecosystem approach (<i>Clifford Geertz</i> and <i>Roy A. Rappaport</i>) • Political ecology, event ecology, and progressive contextualization (<i>Roy A. Rappaport</i> and <i>Andrew P. Vayda</i>) • Deep ecology (<i>Arne Dekke Eide Næss</i>) 	8 hrs
Unit-3: Basic Ecological Issues and Concepts		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain basic ecological issues and concepts in the globalized world; • identify major aspects of population growth, community, and conservation; • analyze the trends of population growth and its impact on ecology and the environment. 	<ul style="list-style-type: none"> • Population growth, carrying capacity, effects of pollution, ethnoecology, ecological economics • Communities and institutions, development and globalization • Consumption, the tragedy of the commons, conservation, and sustainability 	8 hrs
Unit-4: Resource Management and Mapping		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of resource management and mapping; 	<ul style="list-style-type: none"> • Resource management practice in a cross-cultural perspective 	8 hrs

<ul style="list-style-type: none"> • identify the importance of resource management; • analyze the changes in resource management practices cross-culturally. 		
Mid-term Examination		
Unit-5: Globalization, Consumption, Human Rights and Environmentalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the discourses of human rights and environmentalism in the global world; • identify basic issues addressed by human rights discourses; • analyze the pattern of inequality of consumption practices and its connection with human rights and the environment. 	<ul style="list-style-type: none"> • Development of human rights discourse and environmentalism • Inequality, consumption practices in the global world 	8 hrs
Unit-6: Contemporary Ecological Issues in Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the controversies and politics of global climate change; • identify major ecological problems in Bangladesh; • analyze the development and transformation of ecological issues and discourses in Bangladesh focusing on climate justice, health, indigenous knowledge, and biotechnology. 	<ul style="list-style-type: none"> • Controversy and politics of global climate change; climate justice • Climate change and its impact • local perception, adaptation, and mitigation in Bangladesh • Climate change and the indigenous population • Health and healing from an ecological perspective • Green revolution in agriculture: Bangladesh experience • Shifting cultivation in CHT and Madhupur region • Biotechnology and GM food 	12 hrs
Unit-7: Biodiversity and Sustainable Development in Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the needs of biodiversity and sustainable development in Bangladesh; • identify major areas for sustainable development in Bangladesh; • analyze the contexts of biodiversity and sustainable development in Bangladesh. 	<ul style="list-style-type: none"> • Context, issues, and linkage of biodiversity • Sustainable development issues 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 255: COMPREHENSIVE AND VIVA-VOCE
CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

The course Comprehensive and Viva-Voce has two parts: written comprehensive (25 marks) and oral defense (25 marks). Students will sit for this Comprehensive and Viva-Voce examination during the 4th semester of the BSS Honors program. It will test their learning over the last 2 semesters' (second year 3rd and 4th semesters) courses of the undergraduate program.

COURSE OBJECTIVES

- Examination of students' learning from second year 3rd to 4th semesters through a written examination;
- Judging their analytical skills through a viva-voce examination;
- A comprehensive understanding of the students learning during the courses learned in these semesters.

LEARNING OUTCOMES

- The students will be able to explain anthropological concepts and idea
- Identify, compare, and analyze anthropological theories and approaches, point of divergences and origin, their interrelations, contradictions, and mutuality; as well as applications of anthropological theories
- Use anthropological concepts and theories in analyzing and evaluating social contexts, event, or phenomena

INSTRUCTIONAL STRATEGIES

Lecture, Interactive discussion, Question-answer (quiz), Observation, Debate, Presentation etc.

ASSESSMENT

Written examination, Oral test (viva-voce).

5.5 THIRD YEAR 5TH SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 301: MARXISM AND ITS OFF-SHOOTS IN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course aims to introduce students to the major ideas of Marx and Engels and their legacies to anthropology. The course offers an introduction to ‘dialects’, and materialist interpretation of history and society. Then it offers a review of the different brands of Marxism, notably, western Marxism, structural Marxism, cultural ecology, American materialism, and neo-Marxism.

COURSE OBJECTIVES

- Understand the historical context of the concept of dialects;
- Review different branches of Marxism;
- Critically understand the concomitant development of Marxism and anthropology;
- Differentiate between French, British, and American traditions;
- Explain how Marxism and culture are theorized in anthropology.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Dialects: from Hegel to Marx		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the historical materialistic approach; • identify major areas to the development of Marxian thought; • analyze the concepts of class and processes of inequality in the capitalist society. 	<ul style="list-style-type: none"> • Materialistic interpretation of the history of social evolution-mode of production and socio-economic formation • Class and class struggle • The labor theory of value • Theory of surplus-value, alienation • Commodity fetishism and the communist manifesto 	12 hrs
Unit-2: Western Marxism- Culture as Ideology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain theoretical perspectives to evaluate ideological processes in society; • identify major aspects of different Western Marxian thinkers; • analyze and compare the approach of different schools of thought. 	<ul style="list-style-type: none"> • Georg Lukacs • Antonio Gramsci • Walter Benjamin • Theodor Adorno • Max Horkheimer • Jurgen Habermas • Louis Althusser 	16 hrs
Mid-term Examination		
Unit-3: Marxism and Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the historical and parallel development of Marxism and anthropology; 	<ul style="list-style-type: none"> • French tradition • British tradition • American tradition 	14 hrs

<ul style="list-style-type: none"> • identify major areas of thought of different traditions of Marxism; • analyze the contribution of Marxism in anthropology through evaluating French, British and American traditions. 		
Unit-4: Theorization of Culture and Marxism in Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain thoughts regarding culture and use of the ideas of Marx in anthropology; • identify root causes to the study of Marxism and culture in anthropology; • analyze theories on culture developed and guided by Marxian thinkers in anthropology. 	<ul style="list-style-type: none"> • From neo-evolutionism to cultural ecology and cultural materialism • Cultural Marxism • Political economy and structural Marxism 	14 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 302: SOUTH ASIAN STUDIES

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

South Asia is considered as a 'culture area' to which Bangladesh belongs to. South Asia, including the current political units like Sri Lanka, Nepal, Bhutan, Maldives, Pakistan, India, and Afghanistan shares many things in common and hence, is referred to as a distinct 'culture area'. Since it is a requirement in anthropology to specialize in a region, this course provides students the opportunity to have an orientation to the history and culture of South Asia. This course starts with the concepts and perspectives of south Asia and addresses its common history, tradition, and culture. Specific attention has been given to the aspects of religion, politics, gender, nationalism, and ethnicity of South Asian societies.

COURSE OBJECTIVES

- Understand the historical trajectory of South Asia becoming an object of study;
- Critically evaluate perspectives of South Asian studies;
- Impart knowledge on south Asian traditions throughout pre-colonial, colonial, and post-colonial times;
- Evaluate the impact of religion on South Asian societies;

- Analyze gender issues, nationalism, and ethnic conflict in the context of South Asia.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: South Asia as an 'Object' of Study		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the context to the development of South Asia; identify major aspects of South Asia; analyze and comprehend how South Asia is represented in academic discourse and its development as a discourse. 	<ul style="list-style-type: none"> Conceptualizing South Asia South Asia in the western imagination Geographical boundary Population and cultural identity 	8 hrs
Unit-2: Perspectives in South Asian Studies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the major perspective in South Asian studies; identify basic features of Indology and subaltern studies; analyze different approaches to South Asian studies. 	<ul style="list-style-type: none"> Indology Subaltern 	6 hrs
Unit-3: History, Culture/Material Culture, Heritage and Tradition in South Asia		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the history, culture, and tradition of South Asia; identify salient features of cultural traditions of South Asia; analyze the roots of the development culture, heritage, and tradition in South Asia. 	<ul style="list-style-type: none"> Pre-colonial and colonial periods The period of decolonization and the emergence of nation-states The 'traps' of modernization and developmental policies Military rule and democracy 	8 hrs
Unit-4: Core Conceptual Issues in South Asian Studies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the core concepts in South Asian studies; identify salient features of each of the concepts that shaped South Asia; analyze and compare different concepts used to understand South Asia. 	<ul style="list-style-type: none"> Tribe Caste Class Gender Religion Nation State 	6 hrs
Mid-term Examination		
Unit-5: Religion in South Asia		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the significance of religion to study South Asia; identify major aspects of different religions in South Asia; analyze the development and impact of different religious traditions in South Asia. 	<ul style="list-style-type: none"> South Asia as a birthplace of Hinduism, Buddhism, and Jainism Symbolism Syncretism: local adaptation of Islam and Christianity The religion of the 'laity'- Tantrism, Baulism, Vaishnavism, Pirism, and the like 	6 hrs
Unit-6: 'Caste' in South Asia		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain caste as a concept in South Asia; • identify basic features of caste, purity, and pollution to understand South Asia; • analyze the impact of caste in different South Asian countries. 	<ul style="list-style-type: none"> • Key concepts in understanding caste- '<i>jati</i>', 'purity and pollution', 'karma and dharma' • Brahmanism and kingship • Caste as an ideology- Dumont and anti-Dumontian perspectives • Impact of the caste system on south Asian societies 	<p>8 hrs</p>
<p>Unit-7: Gender, Law, and Women's Questions</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the nexus of gender, human rights, and historical changes in South Asia; • identify different discourses regarding gender, law, and women's position in South Asia; • analyze the discourse of '<i>purdah</i>' in the South Asian context. 	<ul style="list-style-type: none"> • Discourse of <i>SATI</i> • The denial of human rights and violence against women e.g. dowry killing, trafficking of women, honor killing, rape, abuse, and sexual harassment • Women's organizations- negotiation and movement • The discourse of '<i>purdah</i>' • Gender in the 'new' global economy- reconfiguring kinship and domesticity 	<p>8 hrs</p>
<p>Unit-8: Nationalism and Ethnic Conflict</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the nature of nationalism and ethnic conflict in South Asia; • identify major aspects of different discourses on nationalism and ethnic conflict in South Asia; • analyze ethnic conflicts in South Asia through the lens of gender and nationalism. 	<ul style="list-style-type: none"> • Peace, conflict and everyday life-narratives • Discourses of conflict, war, and everyday life • The gender of war 	<p>6 hrs</p>
<p>Semester Final Examination</p>		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 303: ANTHROPOLOGY OF RELIGION

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The anthropology of religion is a cross-cultural study of the relationship between humans and the supernatural world. This course involves the exploration and analysis of religious traditions in diverse cultural contexts. Major anthropological perspectives on and theories of religion will be discussed along with various aspects of religious life in both past and contemporary societies.

COURSE OBJECTIVES

- Exploration of religious traditions in different cultural context;
- Critically engage with major anthropological perspectives on religion;
- Understand relationships of religion, culture, and social order in past and contemporary society;
- Describe the secularization movement and global movements;
- Understand the symbols and rituals of religion;
- Analyze religion and social organization.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Religion Observed in Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the meaning and concept of religion in anthropology;• identify basic aspects of studying religion addressing problems of defining religion;• analyze the importance of studying religions of non-western societies in understanding our societies.	<ul style="list-style-type: none">• Problems of defining religion• Origin of the interests of anthropologists in studying the religions of non-western cultures i.e. the occult, the sacred, the esoteric, the mystic, and the supernatural• Religion as an object of anthropological inquiry	4 hrs
Unit-2: Theories of Religion		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the theories that explain the development of religion;• identify major aspects of theorizing religion;• analyze the politics behind how religion is represented.	<ul style="list-style-type: none">• Cognitive, behavioral, social order, psychological, cultural, and the like• Rationality and religion• The politics of representation	4 hrs
Unit-3: Psychological Aspects of Religion		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the psychological explanation of religion; identify major issues covered by the psychological study of religion; analyze the relations between anxiety, uncertainty, and ritual. 	<ul style="list-style-type: none"> The relation between anxiety, uncertainty, and ritual 	<p>4 hrs</p>
<p>Unit-4: Symbolism in Religion</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the symbolism in religion; identify basic features of symbols, myths, totems, and cosmologies; analyze and compare symbolism, its historical interpretation, and changes in order. 	<ul style="list-style-type: none"> Symbolism: Symbols, myths, totems, and cosmologies Interpretations and changes 	<p>6 hrs</p>
<p>Unit-5: Secularization Triumphant and the Retreat of Secularization</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain conceptual understandings in association with secularization and religion; identify contemporary challenges to the secularization thesis; analyze the revival of religion and resurgence of fundamentalism with reference from Bangladesh. 	<ul style="list-style-type: none"> Religion, secularization, and modernity (Claims of Auguste de Comte, Karl Henrich Marx, Emile Durkheim, and Max Weber) Contemporary Challenges to the secularization thesis The rise of civil and political religions The revival of religion and the resurgence of fundamentalism The religious resurgence in South Asia and particularly, in Bangladesh 	<p>10 hrs</p>
<p>Mid-term Examination</p>		
<p>Unit-6: Global Movements, Transnational Religions</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain global movements in association with religion; identify changing features of religions concerning changing social realities; analyze the rise of religion in the global world, its connections with nationalism, fundamentalism, and othering processes. 	<ul style="list-style-type: none"> Changing features of religions concerning changing social realities Religious revitalization movements, the deterritorialization of religion, and the myth of specific religious traditions Connections between the revival of religion and modern technology and meaning in the modern world (consumerism, nationalism, multiple modernities) Terrorism, fundamentalism, and the 'dangerous others' The future of religion 	<p>8 hrs</p>
<p>Unit-7: Language and Religion</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the importance of language in religion; 	<ul style="list-style-type: none"> Language in religious settings 	<p>4 hrs</p>

<ul style="list-style-type: none"> identify major roles played by language in religion; analyze sacred texts and religious ideology. 	<ul style="list-style-type: none"> Sacred texts, language, and religious ideology 	
Unit-8: Religious Rituals		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain different religious rituals; identify specific roles played by rituals in religion and the supernatural; analyze different dimensions of the importance of ritual studies. 	<ul style="list-style-type: none"> Religious ritual and the expression of meaning Rituals as sacred underwriting of religious ideology Ritual influencing the supernatural Ritual and social unity Social inequality and the ritual of resistance 	4 hrs
Unit-9: Religious Organizations		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain different types of religious organizations; identify the functions of religious organizations; analyze and critically evaluate the functions of religious organizations in human society. 	<ul style="list-style-type: none"> Religious organizations Types, practices, and practitioners of religious organizations 	4 hrs
Unit-10: Religion and Social Organization		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain different types of social organization in association with religion; identify the functions of different social organizations in religion; analyze different dimensions of relations between religion and social organization, especially the establishment of the discourse of gender. 	<ul style="list-style-type: none"> Religion and the political system- politics of development and the undervaluation of the popular religion Religion and the economic system Religion and gender- religious construction of gender, women as the ultimate victims of the battle between the extremists and developmentalists 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 304: ETHNICITY, IDENTITY AND NATIONALISM

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course intends to familiarize students with the theories and concepts contested in the analysis of ethnicity, identity, and nationalism. It will enable them to explore how ethnic relations are being defined and perceived. These readings will be supplemented with empirical studies from developed and developing countries across different periods and exploring the historical and contemporary basis for their development and significance. Finally, it will guide students to the political and social implications of ethnic and national identification and solidarity both in the national and international arena.

COURSE OBJECTIVES

- Familiarize students with theories and concepts of ethnicity, identity, and nationalism;
- Explore the ways ethnic relations are being defined and perceived;
- Critically evaluate the political and social implications of ethnic and national identity;
- Understand the impact of globalization on ethnic relations and nationalism.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Ethnic Classification- Us and Them		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the meaning of ethnicity, race, and nation;• identify basic features and core elements of ethnicity;• analyze ethnicity and minority groups in a plural and multicultural society.	<ul style="list-style-type: none">• Ethnicity, race, class, and nation• From tribe to an ethnic group• Indigenous people• Ethnicity and minority groups• Plural society, multiculturalism, and melting-pot metaphor• Ethnicity in history• Ethnicity, religion, and language; core elements of ethnicity	8 hrs
Unit-2: Theories and Approaches of Ethnicity		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain major theories that examine ethnicity and politics behind its representation;• identify different approaches of ethnicity;	<ul style="list-style-type: none">• Different approaches to ethnicity: primordialism and constructivism	12 hrs

<ul style="list-style-type: none"> analyze the findings from different schools of ethnicity focusing on theoretical contributions from Weber, Geertz, Barth, and others. 	<ul style="list-style-type: none"> Schools of ethnicity: Manchester school, Soviet ethnos school; subjective and objective conditions of ethnicity Theoretical contributions: Max Weber, Clifford Geertz, Fredrik Barth, Abner Cohen, Paul R. Brass, Michael Hechter, Michael Banton 	
Unit-3: Issues of Identity		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the meaning of identity; identify major aspects for the cultural construction of identity; analyze the politics of identity formation with cross-cultural examples. 	<ul style="list-style-type: none"> Fluidity, narrative self and social factors: identity as a process The paradoxes of identity: where are the margins of the state The cultural construction of ethnic and national identities Ethnic identity and ideology; ethnic identity as stigma Politics of identity formation 	8 hrs
Mid-term Examination		
Unit-4: Nationalism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the meaning of nationalism; identify salient features of nationalism and nation-state; analyze and compare nationalism as a cultural community and the history of its creation with theoretical understandings. 	<ul style="list-style-type: none"> Nationalism and ethnicity reconsidered: the nation as modern vs. ethno symbolism; race to nation The nation as a cultural community; nation-state; nationalism against the state The nation as an imagined community: Benedict Anderson The nation from history from below approach Multicultural riddle in Western context; invented tradition: Eric Hobsbawm; nation and nationalism: Ernest Gellner 	8 hrs
Unit-5: Selected Issues of Ethnicity, Identity, and Nationalism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the ethnic conflict concerning nationalism; identify major issues of ethnicity, identity, and nationalism; analyze different aspects of ethnonational conflicts with an understanding of indigenous people's movement and politics of ethnicity. 	<ul style="list-style-type: none"> Prejudice and discrimination Indigenous people's movement Religion and identity Violence and identity Ethnic conflict and nationalism: internal colonialism Politics of ethnicity Women, ethnicity, and nationalism Ethno-national conflicts and international politics. 	12 hrs

Unit-6: Transcending Ethnicity		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the context to the construction of civic nationalism; • identify salient features of multi-ethnic communities; • analyze postmodern perspectives of ethnicity, identity, and multiculturalism to evaluate ethnicity in the contemporary global world. 	<ul style="list-style-type: none"> • The End of Ethnic Identity and Nationalism: ethnic to civic nationalism • A multi-ethnic community without nationalism • The post-modern revival of ethnicity • Globalization and ethno-cultural differences; ethnicity, identity, and multiculturalism 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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5.6 THIRD YEAR 6TH SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 351: STRUCTURALISM AND POST-STRUCTURALISM **CREDIT HOURS: 4 (FOUR)**

INTRODUCTION TO THE COURSE

The course introduces the students to the foundations of structuralism and highlights the works of Levi-Struss. Then the national traditions of structuralism are looked into. Next, it moves beyond structuralism and examines the works of Rolland Barthes, Jacques Derrida, Michel Foucault, and Pierre Bourdieu.

COURSE OBJECTIVES

- Understand how a system and its parts are interdependent terms;
- Comprehend theoretical understandings relating to differences produce meaning;
- Evaluate the historical development of structures and frameworks that allows people to communicate and understand each other.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: The Classical Foundation of the Structuralist Mode of Thought		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the classical foundation of structuralism; identify salient features of structuralism; analyze the development of thoughts that implies how elements of human culture becoming meaning by way of their relationship to a broader, overarching system or structure. 	<ul style="list-style-type: none"> French Rationalism: the views of Emile Durkheim, Marcell Mauss, Sigmund Freud and the like 	4 hrs
Unit-2: From Structural Linguistics to Structuralism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concept of semiology and the dimension of syntagmatic and paradigmatic axes of linguistic description; identify basic features of phonology, morphology, and syntax; analyze the function and structure of sound in a language. 	<ul style="list-style-type: none"> Ferdinand de Saussure Roman Osipovich Jakobson Troubetzkoy and the like 	8 hrs
Unit-3: The Structural View of 'Culture'		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the structural view of culture; identify major aspects of marriage, kinship, and myth from a structural perspective; analyze and critically evaluate Levi-Strauss's idea of the universal structure of the human mind. 	<ul style="list-style-type: none"> Claude Levi-Strauss' analysis of marriage, kinship, myth, classification, and totemism 	8 hrs
Unit-4: National Tradition of Structuralism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain Dumotian thought of holism and hierarchy form the ideological basis of Indian society vs individualism and normative equality of Western societies; identify major aspects of French, British, and American tradition of structuralism; analyze the theories of the interaction of structure and agency. 	<ul style="list-style-type: none"> French (Louis S. Dumont) British (Edmund R. Leach, Mary Douglas) American (Marshall Sahlins) 	8 hrs
Mid-term Examination		
Unit-5: Roland Barthes		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain Roland Barthes' major works on structuralism; identify values inserted through mythologies; analyze structure as an ongoing process of continual change and reaction. 	<ul style="list-style-type: none"> Early works (structuralism) Later works (beyond structuralism) 	4 hrs
Unit-6: The Post-structural Turn		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Michel Foucault Jacques Derrida 	8 hrs

<ul style="list-style-type: none"> explain the relationship between power and knowledge and the historical development of societal institutions; identify various aspects of symbols with no constant and universal significance; analyze methods of reflective attentiveness that discloses the individual's lived experience. 		
Unit-7: Breaking down the Distinction of Subjective and Objective		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the dynamics of power in society and how it is transferred, and social order is maintained; identify major aspects of practice theory and theory of class distinction; analyze the subject and objective distinctions. 	<ul style="list-style-type: none"> Pierre Bourdieu 	8 hrs
Unit-8: Popular Culture and Media Studies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the changing meaning of vocabulary used in the discussions of culture; identify major findings of Williams and Hall on popular culture and media studies; analyze reception theory and evaluate encoding and decoding philosophy. 	<ul style="list-style-type: none"> Raymond Williams Stuart Hall 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 352: GENDER AND SOCIETY
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course focuses on the conceptual and theoretical issues related to gender and discusses them in the light of current intellectual trends of anthropology. The course is designed to provide a deeper understanding of the categories of sex, gender, and sexuality from cross-cultural perspectives. It explores how these categories intersect with other categories of social and cultural diversity such as race, ethnicity, class, and age. Throughout different sections of the course, it has a detailed discussion on the constructions of such categories in the light of historical and global processes such as colonialism, nationalism, the international division of labor, and global economic transformation.

COURSE OBJECTIVES

- Cross-cultural understanding of the concepts sex, gender, and sexuality;
- Critically examine the categories such as race, ethnicity, class, and age interest;
- Analyze historical processes such as colonialism, nationalism, the international division of labor, and global economic transformation with the development of social categories.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: The Concept of Gender in Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different concepts of gender in anthropology; • identify salient features of the cultural constructions of masculinity and femininity; 	<ul style="list-style-type: none"> • Cultural constructions of masculinity and femininity • Gender symbols and sexual stereotypes 	8 hrs

<ul style="list-style-type: none"> analyze concepts related to sex and gender observed, performed, and understood in any given society. 	<ul style="list-style-type: none"> Culturally assigned roles and gender status 	
Unit-2: A Critical Look on the Study of Gender from Anthropological Perspectives		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the ideas dealing with women's issues in anthropology; identify major aspects of the idea of representation of women in ethnographic research; analyze the homogeneous and monolithic understanding of women cross-culturally. 	<ul style="list-style-type: none"> Male bias, western bias, and representation of women in ethnographic research The idea of 'muted group', and ghettoization in dealing with women's issues in anthropology 	8 hrs
Unit-3: Power and Gender Relations		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain power and gender relations with anthropological perspectives; identify major aspects of male-female relationships in politics, religion, and kinship; analyze how gender relations intersect with relations of power. 	<ul style="list-style-type: none"> Male-female relationships in politics, religion, and kinship 	4 hrs
Unit-4: Concepts and Issues in Body Politics		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the concepts and issues in body politics; identify major aspects of women in body politics; analyze the process of subjecting the female body to systemic regimes of regulation. 	<ul style="list-style-type: none"> Reproductive rights and motherhood Women in media Women in literature Prostitution Women and violence 	8 hrs
Mid-term Examination		
Unit-5: Global Economic Transformation, Division of Labor and the Issue of Gender		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the transformation in the gender division of labor and its relationship with changing economic activities of societies; identify gender position in global economic transformation and division of labor; analyze the feminization of the global labor force and devaluation of women's labor. 	<ul style="list-style-type: none"> Colonialism, migration, and feminization of subsistence agriculture Effects of capitalism on women Women's role in petty commodity production and factories and the idea of 'docile' labor 	8 hrs
Unit-6: Gender, Identity and Sexuality		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain concepts related to gender, identity, and sexuality; identify major aspects of contemporary queer movement and gay rights as human rights; analyze the discourses of identity-based on sexuality. 	<ul style="list-style-type: none"> Transvestite lives- transgender and trans-sexualism, sex tourism and female sexual slavery/sex work Debates on same-sex marriage, sexism, racism, and violence against women 	8 hrs
Unit-7: Women and the Issue of Representation		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain issues of women representation; 	<ul style="list-style-type: none"> Culturalist vs structuralist (the debates on the veil, female genital mutilation) 	8 hrs

<ul style="list-style-type: none"> • identify basic ideas of culturalist and structuralist perspectives focusing on the representation of women; • analyze the debates of multicultural feminist perspectives against cultural imperialism. 		
Unit-8: Gender Planning and Development		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain gender planning and development; • identify basic features of WID, WAD, and GAD; • analyze and critically evaluate how women's issues are integrated into development planning cross-culturally. 	<ul style="list-style-type: none"> • WID, WAD and GAD- critical review of global, regional and national situations 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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REQUIRED TEXT

Abu-Lughod, Lila

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Leonardo, Micaela Di, eds.

1991 Gender at Cross Roads of Knowledge: Feminist Anthropology in the Post-modern Era.
Berkeley: University of California Press.

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Moore, Henrietta

1988 Feminism and Anthropology. Minnesota: University of Minnesota Press.

Rosaldo, Michelle, with Louise Lamphere and Joan Bamberger, eds.

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1992 Arguing with the Crocodiles: Gender and Class in Bangladesh. London: Zed Books.

Ward, Martha C.

1999 A World Full of Women. Boston: Allyn and Bacon.

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Boserup, Ester

1989 *Women's Role in Economic Development*. London: Earthscan.

Foucault, Michel

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Islam, Rafiul

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Nalini, Visvanathan, eds.

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Ortner, Sherry B., and H. Whitehead, eds.

1981 *Sexual Meaning: The Cultural Construction of Gender and Sexuality*. Cambridge: Cambridge University Press.

Schneir, Miriam, ed.

1995 *The Vintage Book of Feminism: The Essential Writing of the Contemporary Women's Movement*. New York: Vintage Book.

Strathern, Marilyn

1992 *Reproducing the Future: Anthropology, Kinship and the New Reproductive Technologies*. Manchester: Manchester University Press.

COURSE NUMBER AND TITLE: ANTH 353: LINGUISTIC ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course introduces the students to how linguistics has influenced the field of anthropology and has provided theories and methods used in the analysis of humankind concerning culture. This will also highlight linguistics anthropology's discovery through cross-cultural fieldwork that many existing non-western languages had no scripts. This will explore new areas of research including the relationship between nationalism and languages, the role of languages in mass media, and politics.

COURSE OBJECTIVES

- Explain the phenomena of fast disappearance of languages in local and global perspectives;
- Critically evaluate the globalization of language and culture;
- Explain the relationship between nationalism and languages;
- Understand the role of languages in mass media and politics.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Anthropological Linguistics		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the historical development of linguistic anthropology; identify major aspects of phonetic transcription and descriptive linguistics; analyze the importance of language in its wider social and cultural context and the role of language in making and maintaining cultural practices and societal structures. 	<ul style="list-style-type: none"> Phonetic transcription and phonetic analysis; morphology and syntax Descriptive linguistics; emic and etic Structural linguistics, langue, and parole 	8 hrs
Unit-2: Structuralism and Transformationalism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the structural analysis of language identify “binary distinctive features” of language as a foundational element for understanding the process of differentiation; analyze how languages having the same deep structure may differ from each other in surface structure because of the application of different rules for transformations, pronunciation, and word insertion. 	<ul style="list-style-type: none"> Roman Jakobson’s distinctive features Claude Levi-Strauss Noam Chomsky’s Transformational or Generative Grammar The new cultural anthropology in cultures’ ideational code Formal and substantive linguistics 	12 hrs
Unit-3: Comparative Methods in Linguistics		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the comparative methods in linguistics; identify different classifications of language; analyze the process of performing a feature-by-feature comparison of two or more languages. 	<ul style="list-style-type: none"> Synchronic vs diachronic studies in language and culture Classifications: genetic classification, areal classification; typological classification: lexicostatistics and glottochronology 	8 hrs
Mid-term Examination		
Unit-4: Language and Culture		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain concepts related to language and culture; identify basic features of ethno-science and language analysis analyze and critically evaluate the ways culture is shaped in everyday practices below the threshold of awareness. 	<ul style="list-style-type: none"> World view problem, language, and thoughts Ethno-science: ethno-scientific method Componential analysis, basic color terms, and semantic analysis, semantics New development in the study of language and mind 	12 hrs
Unit-5: Socio-Linguistics		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain concepts of socio-linguistics; identify basic features of the methodology of socio-linguistics; analyze societies' effects on language and how it is used, in the form of a speech community, 	<ul style="list-style-type: none"> The methodology of socio-linguistics, bilingualism, multilingualism Diglossia and code-switching: social dialects, elaborated and 	12 hrs

high prestige, low prestige varieties, and societal networks.	restricted codes, and oral literature • Rules in socio-linguistics	
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

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1957 Syntactic Structures. The Hague: Mouton.

Duranti, Alessandro

1998 Linguistic Anthropology. Cambridge: Cambridge University Press.

Foley, W. A.

1997 Anthropological Linguistics: An Introduction. Cambridge, MA: Blackwell publishers.

Hickerson, Nancy Parrott

2000 Linguistic Anthropology. New York: Harcourt College Publishers.

Salzmann, Zdenek

1998 Language, Culture, and Society: An Introduction to Linguistic Anthropology. Boulder: Westview Press.

ADDITIONAL TEXT

Eastman, Carol M.

1972 Aspects of Language and Culture. San Francisco: Chandler Sharp Publisher Inc.

Lakolt, Robin Tiomach

1990 The Politics of Language in Our Lives. New York: Basic Books.

Philips, Susan U., with Susan Steele and Christine Tanz, eds.

1987 Language, Gender and Sex in Comparative Perspective. New York: Cambridge University Press.

Romaine, Suzanne

2000 Language in Society: An Introduction to Sociolinguistics. New York: Oxford University Press.

COURSE NUMBER AND TITLE: ANTH 354: APPLIED ANTHROPOLOGY

CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

This course introduces students to the application of anthropological knowledge, methodology, and theoretical approaches to address contemporary human problems. It will focus on the associated ethical issues and practical constraints and obstacles encountered by

anthropologists when conducting applied research. Special attention will be given to reviewing cases in the major domains of applied anthropology, to understand how people can make their training in anthropology work in the fields of agriculture, education, health and medicine, business and industry, environment, tourism, development, etc.

COURSE OBJECTIVES

- Understand the basic issues of applied anthropology;
- Analyze theory, methods, and ethical issues for applied research;
- Discuss major domains and cases of applied anthropological research;
- Analyze case studies from applied fields in anthropology.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Orientations of Applied Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of applied anthropology; • identify major features of applied anthropology; • analyze the significance of applied anthropology for anthropological theory. 	<ul style="list-style-type: none"> • Definition and scope of applied anthropology • Relationship between academic and applied anthropology • Debates regarding the distinction made between them 	2 hrs
Unit-2: Context of the Emergence of Applied Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the contexts of the emergence of applied anthropology; • identify major actors responsible for the emergence of applied anthropology; • analyze and critically discuss the linkages of applied anthropology and colonialism. 	<ul style="list-style-type: none"> • Colonialism- the role of the American Anthropological Association (AAA) 	4 hrs
Unit-3: Methods and Policy		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the appropriate methods for applied research and the bottom-up approach; • identify major processes for action research with examples; • analyze anthropology's possible roles in policy formulation 	<ul style="list-style-type: none"> • Overview of applied research • Anthropology and participatory approaches - PRA, RRA, PAR, PLA, FGD • The Fox project and others • Policy, culture, and theory-public policy as a new field in applied anthropology • New directions in practicing applied anthropology 	4 hrs
Unit-4: The Role of Applied Anthropologists		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the distinctive roles of applied anthropologists; • identify focused issues of applied anthropologists; • analyze anthropological methods and tools of research used as consultants to solve real-world problems and issues. 	<ul style="list-style-type: none"> • Anthropologists as advocates, as change agents, as consultants, and so on 	4 hrs

Mid-term Examination		
Unit-5: Monitoring and Evaluation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the meaning of monitoring and evaluation; identify qualitative and quantitative tools for monitoring and evaluation; analyze anthropologists' role for improving performance and assess the results of programs set up by governments, international organizations, and NGOs. 	<ul style="list-style-type: none"> Teamwork in a multi-disciplinary context Qualitative and quantitative approaches and tools commonly used 	2 hrs
Unit-6: Report Writing		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the processes of report writing; identify major areas of report writing; analyze and organize a research project and present findings through narratives and reports. 	<ul style="list-style-type: none"> Collecting, recording, and organizing information Writing and revising the first draft Final presentation 	4 hrs
Unit-7: Application of Anthropological Knowledge		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the roles of applied anthropologists to address the problems of contemporary issues; identify the actions and roles played by different branches of anthropology; analyze the relevance of anthropology in the globalized world. 	<ul style="list-style-type: none"> Contemporary human problems - economic growth, social inequality, environmental degradation, sustainability Case reviews in association with urban anthropology, medical anthropology, environmental anthropology, development anthropology, anthropology and education, business and industrial anthropology, tourism research, and applied anthropology Anthropology and globalization 	6 hrs
Unit-8: Applied Anthropology in Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the roles of applied anthropologists in the context of Bangladesh; identify the scope of applied anthropology in Bangladesh; analyze contemporary trends and significances of applied anthropology in Bangladesh with case studies. 	<ul style="list-style-type: none"> Scope of application Contemporary trends and significance 	2 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

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2002 Contemporary Anthropology: Theory and Practice. Dhaka: University Press Limited.

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Lamphere, Louise

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Sharpe, M. E.

2003 Introduction: Imperia and the Power of Scale. *In* The Power of Scale: A Global History Approach, Pp.3-26.

Smith, Valene L.

2005 Anthropology in the Tourism Workplace. NAPA Bulletin 23.

Sol, Tax

1975 Action Anthropology. Current Anthropology 16:514-517.

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COURSE NUMBER AND TITLE: ANTH 355: ETHNOGRAPHIC FIELDWORK AND VIVA-VOCE
CREDIT HOURS: 2 (TWO)

INTRODUCTION TO THE COURSE

The course is designed to engage students in the field taking experiences gathered from the first and second year of fieldwork. This course will provide an approach to common concepts and methodologies in anthropology relating to ethnographic fieldwork. Students will be able to apply their theoretical and methodological understandings in the field with the people, society, and culture and write a fieldwork report.

COURSE OBJECTIVES

- Obtain practical orientation to the procedures of field research;
- Understand the procedures followed to conduct fieldwork;
- Gain the ability to relate their theoretical and methodological understandings with the practical situation of the people, society, and culture.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction: 'Field' and 'Fieldwork' in Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of field and fieldwork in anthropology; • identify various aspects of fieldwork in anthropology; • analyze and critically discuss the current debates of fieldwork. 	<ul style="list-style-type: none"> • Meaning of field in anthropology • Features of fieldwork in anthropology • Pre-fieldwork planning to post fieldwork representation of data; • Subjectivity, reflexivity, and fieldwork relationship • Ethical challenges and ways of addressing these challenges 	2 hrs
Unit-2: Fieldwork Issues		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain anthropological knowledge for ethnographic fieldwork of different issues; • identify different problems faced by people in society; • analyze the learning from the field. 	<ul style="list-style-type: none"> • Livelihood in rural and urban societies and migration • Community, consumption, and economy • Basic human rights • Ecology, environment and sustainable development • People of different cultures and ethnic origins • Exploration of livelihood • Understanding social institutions and the community • Kinship, gender, and social issues • Climate change, disaster, and development • Anthropological study of every aspect of human being, society, culture, economy, and politics • Subjectivity, reflexivity, and fieldwork relationship • Ethical challenges and ways of addressing these challenges • Issues related to medical anthropology 	<p>2 hrs</p>
<p>Unit-3: Conducting Fieldwork</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain fieldwork planning in connection with fieldwork issues; • identify salient features of the community studied in the field; • analyze and learn to utilize theoretical and methodological understandings to organize fieldwork. 	<ul style="list-style-type: none"> • Fieldwork planning, preparation, and selection of topic • Going to the field • Training and workshop in the field • First-hand experience in the field • Conducting fieldwork through using different anthropological research methods • Data collection, checking, coding, decoding, and finalization of data • Learning to grasp the untold stories from the field to cover fieldwork issues • Return from the field 	<p>20 hrs</p>
<p>Unit-4: Presentation of Field Data and Report Writing</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain data from the field and fieldwork experiences; • identify the strengths and weaknesses of the fieldwork; 	<ul style="list-style-type: none"> • The process of data generation • Tabulation and summarization • Data analysis • Presentation of the findings 	<p>2 hrs</p>

<ul style="list-style-type: none"> analyze and critically discuss the field situation based on data obtained from the field. 	<ul style="list-style-type: none"> Fieldwork report writing following guidelines 	
Unit-5: Oral Test (Viva-voce)		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain and communicate effectively on the topics covered by the courses and fieldwork; identify major findings from the fieldwork; analyze and apply reflective analysis to theoretical and applied contexts. 	<ul style="list-style-type: none"> Oral defense on the findings from the field Learning from different courses 	2 hrs

INSTRUCTIONAL STRATEGIES

Lecture, Interactive discussion, Question-answer (quiz), Observation, Debate, Presentation etc.

ASSESSMENT

Class attendance, Fieldwork report, Oral test (viva-voce).

REFERENCES

REQUIRED TEXT

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2011 *Research Methods in Anthropology: Qualitative and quantitative approaches*. Lanham: Altamira Press.

Fetterman, D. M.

2009 *Ethnography: Step-by-step (Vol. 17)*. Sage Publications.

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Bryman, Alan, ed.

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Clifford, James

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2001 *Telling Truths*. Minneapolis, MN: University of Minnesota Press, pp. 198-218.

Montejo, Victor D. ed.

2001 *Truth, Human Rights, and Representation*. Minneapolis, MN: University of Minnesota Press, pp. 372-91.

5.7 FOURTH YEAR 7TH SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 401: INTERPRETIVIST, POSTMODERN AND EARLY FEMINIST SCHOOLS IN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course deals with major theoretical shifts that occurred in anthropology since the 1970s and onward. Among them, feminism is noteworthy because of its critique of science as well as its portrayal of male bias across the disciplines. A large portion of feminist works and theories will be offered in this course, covering the areas of 'anthropology of women', anthropology and gender', and 'feminism and anthropology'. In addition to this, interpretivism and postmodernism will also be taken into account since many of their concerns and suggestions overlap with feminism.

COURSE OBJECTIVES

- understand theoretical approaches commonly regarded as anti-scientific;
- explain classical orientations and works of early social scientists;
- focus on the approaches of interpretive, post-modern, and early feminist anthropologists.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Classical Base of Hermeneutic & Interpretivism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the conceptual clarification of Hermeneutic; • identify major aspects of the classical base of Hermeneutic and Interpretivism; • analyze the significance of origin and development of Hermeneutic and Interpretivism. 	<ul style="list-style-type: none"> • Meaning and definition of Hermeneutic and Interpretivism 	4 hrs
Unit-2: Social Scientists Advocating Hermeneutics		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the role of social scientists in advocating Hermeneutics; • identify major contributions of Weber, Radin, and Evans-Pritchard on Hermeneutics; • analyze and critically discuss the ideas of Weber, Radin, and Evans-Pritchard in advocating Hermeneutics. 	<ul style="list-style-type: none"> • Max Weber • Paul Radin • Edward Evan Evans-Pritchard 	8 hrs
Unit-3: The Rise of Interpretive School of Thought		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the contexts to the rise interpretive school of thought; • identify the ideas of Geertz, Kessing, and Roseberry on interpretivism; 	<ul style="list-style-type: none"> • Clifford Geertz • Roger Keesing • William Roseberry 	8 hrs

<ul style="list-style-type: none"> analyze the interpretive turn in anthropology. 		
Unit-4: The Postmodern Turn		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the origin of postmodernism in Western thought; identify major aspects of their society from a post-modernist perspective; analyze the relationship between postmodernism and post-industrialism and evaluate the contributions of Nietzsche, Recour, Leyotard, Baudrillard, and Bell. 	<ul style="list-style-type: none"> Friedrich Nietzsche and Paul Recour (classical base) Jean Francois Leyotard, Jean Baudrillard and Daniel Bell 	8 hrs
Mid-term Examination		
Unit-5: The 'Writing Culture Group'		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the rise of postmodernism in anthropology through Writing Culture Group; identify major relations among ethnographic fieldwork, epistemology, and ontology; analyze the idea of partial truth, the critique of anthropological objectivity, and literary turn in anthropology to justify anthropology as a science or art. 	<ul style="list-style-type: none"> Postmodernism and anthropology 	4 hrs
Unit-6: The Neo-Marxist Critique of Postmodernism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the Neo-Marxist critique of postmodernism; identify major areas covered by neo-Marxism in the critique of postmodernism; analyze the productive tension between Marxism and postmodernism. 	<ul style="list-style-type: none"> Fredric Jameson David Harvey Scott Lash 	8 hrs
Unit-7: Feminism and Anthropology: Early Writings of Women Anthropologists		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the historical relation between anthropology and feminism; identify the androcentric bias in anthropological construction of culture; analyze the rise of reflexivity in ethnographic writings and the feminist turn in anthropology. 	<ul style="list-style-type: none"> Margaret Mead Ruth Benedict Laura Bohannan Weinner and the like Issues of "male bias" in anthropological writing-reflexivity in the fieldwork 	8 hrs
Unit-8: Feminist Anthropological Theories		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain feminist schools like structural and Marxist feminism; identify the impact Marxist feminism on anthropology; analyze nature-culture debate and critically examine Marxism and feminist anthropology. 	<ul style="list-style-type: none"> Structural and Marxist feminist anthropologists- Sherry Ortner, Eleanor Leacock 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

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1992 *The Production of Culture*. Newbury Park: Sage.
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1989 *The Condition of Post-modernity: An Enquiry in to the Origins of Cultural Change*. Oxford: Blackwell.
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1984 [1979] *The Post-modern Condition*. Manchester: Manchester University Press.
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COURSE NUMBER AND TITLE: ANTH 402: RESEARCH METHODS IN ANTHROPOLOGY
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course aims to teach students some of the basic kinds of qualitative analysis and academic writing. In addition to this, common methodological issues and debates are introduced. This course explores the traditions and central issues in anthropological research. Qualitative analysis and experimentation of different kinds, triangulation, procedures of research, and issues involved in writing are also focused on this course.

COURSE OBJECTIVES

- understand the importance of qualitative research methods in anthropology;

- explore common methodological issues and debates;
- understand the traditions and central issues in anthropological research;
- examine different experiments, triangulation, procedures of research, and issues involved in writing.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Research Traditions and Central Issues in Anthropological Research		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain philosophical underpinnings of anthropological research and how anthropological research is epistemologically grounded into these philosophical traditions; • identify the importance of ethical clearance in anthropological research; • analyze reflexivity and inter-subjectivity in ethnographic writings. 	<ul style="list-style-type: none"> • Research traditions - positivism, empiricism, rationalism, humanism, hermeneutics, and phenomenology • Grounded theory • Ethical issues, reflexivity, and inter-subjectivity 	4 hrs
Unit-2: Debates with Regard to 'Objectivity'		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain major debates on objectivity in anthropological research and how the ideas of 'field' and 'fieldwork' has been changed in contemporary anthropology; • identify basic aspects of fieldwork and ethnography; • analyze the immersion of ethnographer in the name of a participant observer. 	<ul style="list-style-type: none"> • Field and fieldwork • Detached observer • Producing ethnography and so on 	8 hrs
Unit-3: Qualitative Data Analysis		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain qualitative data analysis methods like an ethnographic, case study, life history, oral history, autobiographical, archival, and narrative analysis; • identify the similarities and differences of different data analysis procedures; • analyze the significance and application of qualitative data analysis procedures in anthropological research; 	<ul style="list-style-type: none"> • Ethnographic analysis, analysis of case study, life history, oral history, autobiographical material, archival material, and narratives • Comparative/ cross-cultural analysis, ethno-methodology, thick description, and network analysis • Analysis of cultural domains: taxonomy and decision modeling 	8 hrs
Unit-4: Experimentation in Anthropology		
At the end of this unit students will be able to- <ul style="list-style-type: none"> • explain different types of experiment in anthropological research; • identify the differences between the experiment in the lab and experiment in the field; • analyze the relation between experiment and ethical issues in anthropological research. 	<ul style="list-style-type: none"> • Logic of experimentation • Experiments in – lab and field • Natural experiments, naturalistic experiments, comparative field experiments, ethics and experiment 	8 hrs
Mid-term Examination		

Unit-5: Triangulation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the idea of triangulation; • identify major aspects of triangulation; • analyze the significance of integration between qualitative and quantitative approaches in anthropological research. 	<ul style="list-style-type: none"> • Integration of qualitative and quantitative approaches 	4 hrs
Unit-6: Issues of Ethnographic Writing		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain ethnography as a writing genre; • identify the status of 'fact' in ethnographic writings; • analyze that ethnography is not exclusively based on fact, and the boundary between fact and fiction is blurred. 	<ul style="list-style-type: none"> • Changing styles of ethnographic writing • Ethnography as a fiction 	8 hrs
Unit-7: Procedures of Research		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the processes of doing research; • identify a research topic, research site, and data collection techniques; • analyze the procedures to write a research monograph after the fieldwork, write the main body and arguments of the monograph, and write a reference, citation and bibliography, footnote, and endnote as hands-on experience. 	<ul style="list-style-type: none"> • Preparation for research: choosing a topic, searching the literature, designing research, learning the language, contacting with the gatekeeper, and scheduling research • Phases of research: selecting a research problem, writing the proposal, developing checklist/ constructing questionnaire, conducting archival research/ fieldwork, documenting data, coding, and decoding, measuring variables, translating field notes and texts, database management, analyzing data, and presenting the findings • Writing reports and monographs: writing introduction, the main body and conclusion; rules of citation, notes, and footnotes, and bibliography 	8 hrs
Unit-8: Computer-Assisted Analysis		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the processes of computer-assisted analysis; • identify major aspects of qualitative and quantitative equipment for computer-assisted analysis; • analyze the importance of computer-assisted analysis in anthropological research with examples. 	<ul style="list-style-type: none"> • Qualitative data - Atlas TI, NVIVO, decision explorer, Anthropic, Ethnograph, and the like • Quantitative data - MS Excel, MS Access, SPSS, STATA, EPI, and the like 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Bailey, Stephen

2001 Academic Writing: A Handbook for International Students. London and New York: Routledge.

Barnard, Alan, and Jonathan Spencer

1992 International Encyclopedia of the Social Sciences. New York: Macmillan.

Bernard, Russell

2011 Research Methods in Anthropology: Qualitative and Quantitative Approaches. Lanham: Altamira Press.

Bernard, Russell, ed.

1998 Handbook of Methods in Cultural Anthropology. Walnut Creek: Altamira Press.

Briggs, Charles L.

1986 Learning How to Ask: A Sociolinguistic Appraisal of the Role of Interview in Social Science Research. Cambridge: Cambridge University Press.

Dick, Hobbs, and Richards Wright, eds.

2006 The Sage Handbook of Fieldwork. London: Sage Publications.

Ellen, R. F.

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Jackson, Anthony, ed.

1987 Anthropology at Home. London and New York: Tavistock Publications.

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Bryman, Alan, ed.

2001 Ethnography (4 Volumes). London: SAGE Publications Ltd.

Denjin, Norman K, and Yvonna S. Linclon, eds.

2001 The American Tradition in Qualitative Research. London: SAGE Publications Ltd.

COURSE NUMBER AND TITLE: ANTH 403: INTRODUCTION TO ANTHROPOLOGY OF GLOBALIZATION

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course introduces the students to the main concepts and theories of globalization. It will help them to examine the diverse range of economic, social, political, cultural, and environmental issues encompassed by the globalization debate and to explore their impacts on contemporary society, culture, and environment.

COURSE OBJECTIVES

- understand the importance of the anthropological approach to globalization debate;
- examine the discourse and debate of globalization;
- identify the contemporary issues relating to globalization in Bangladesh.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: The Idea of Globalization		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of globalization; • identify major features of globalization • analyze globalization from historical, economic, and anthropological perspectives. 	<ul style="list-style-type: none"> • Historical, economic, and anthropological perspectives 	4 hrs
Unit-2: Debate on Global vs. Local and Tradition vs. Modern		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the global-local and tradition-modern debates; • identify the role of IMF, WB, ADB for spreading globalization; • analyze how development should be understood from the below and trickle-down theory. 	<ul style="list-style-type: none"> • The role of the World Bank, ADB, IMF, and other international organizations and MNCs • 'Trickle-down' or 'development from below' approaches 	4 hrs
Unit-3: Globalization and Neo-liberalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain globalization and neo-liberalism; • identify the connection between globalization and neoliberalism; • analyze the counter-hegemonic movements around the world. 	<ul style="list-style-type: none"> • Anti-globalization • Counter- globalization 	4 hrs
Unit-4: Globalization and Contestation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the anti-globalization movement; • identify major features of the anti-globalization movement around the world; • analyze and critically examine the role of the anti-globalization movement for changing society. 	<ul style="list-style-type: none"> • Anti-globalization movement - Antonio Gramsci, Ernesto Laclau, Vandana Shiva, Arundhati Roy, Noam Chomsky, Pierre Bourdieu, and others 	8 hrs
Unit-5: Globalization as Cultural Transformation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the cultural dimension of globalization; • identify major arguments of Appadurai on globalization; • analyze the 'scape theory' of Appadurai and global flow. 	<ul style="list-style-type: none"> • Appadurai's Global Scape Perspective: globalizing ideas, production, people, technology, media, and finance 	8 hrs
Mid-term Examination		
Unit-6: Global Governance and its Impact on National Societies		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Selected case studies 	4 hrs

<ul style="list-style-type: none"> • explain the idea of governance linked with globalization; • identify major areas of global governance and its impact on nation-states; • analyze some selected case studies cross-culturally. 		
Unit-7: Globalization and Development		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain how globalization is related to development; • identify the differences between developed and developing countries; • analyze the benefits of globalization and development globally, nationally, and locally. 	<ul style="list-style-type: none"> • Developed vs. developing countries - who gets what 	4 hrs
Unit-8: Globalization and its Environmental Impacts		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the changes in the environment due to globalization; • identify major facts responsible for the changes in the environment with examples; • analyze the history and significance of the ecofeminist Chipko movement and some environmental changes in Bangladesh due to shrimp farming in the coastal area and the Rampal power plant near the Sundarbans. 	<ul style="list-style-type: none"> • The case of GMO farming and Chipko movements in India • Shrimp farming in the coastal areas of Bangladesh • Rampal Power Generation Project Near Sundarbans 	8 hrs
Unit-9: Placing Bangladesh in the Globalized World		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the green revolution and RMG sector in Bangladesh; • identify major aspects of food culture cross-culturally; • analyze globalizing cultures and the Bangladesh context. 	<ul style="list-style-type: none"> • The case of the green revolution • Development of the RMG sector • Overseas migration • Globalizing food (Bangladeshi/Indian food in the UK and Foreign Restaurant and Fast Food Outlets in Bangladesh) • Globalizing culture and others 	8 hrs
Unit-10: Globalization and Tourism		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain tourism in the context of globalization; • identify basic aspects of human rights movements; • analyze how globalization promotes tourism and its impact on indigenous communities around the world and in Bangladesh. 	<ul style="list-style-type: none"> • Indigenous communities and human rights movements 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Beck, Ulrich

1999 *What is Globalization?* Cambridge: Polity Press.

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2003 *Anthropology of Globalization: A Reader*. Oxford: Blackwell Publishing.

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Shiva, Vandana

2002 *Seeds of Suicide: The Ecological and Human Cost of Globalization of Agriculture*. Zed Press: London

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Sen, Amartya

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Featherstone, M., ed.

1990 *Global Culture: Nationalism, Globalization and Modernity*. London: Newbury Park.

Joseph E. Stiglitz

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Tsing, Anna

2004 *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.

Micklethwait, John, and Adrian Wooldridge

2000 A Future Perfect: The Challenge and Hidden Promise of Globalization. New York: Crown Business.

COURSE NUMBER AND TITLE: ANTH 404: MEDICAL ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course introduces basic concepts and theoretical approaches (critical, ecological, or ethno-medical) to medical anthropology. It explores the on-going debates between cosmopolitan and alternative medicines. Following a critical perspective, it discusses how biomedicine achieved a hegemonic status and the process of survival of alternative medicines in Bangladesh as well as in other cultural contexts. Another highlighted issue in therapy management and the health-seeking process. Finally, the course explores ‘politics’ behind the institutionalization of biomedical healthcare in the subcontinent and discusses the applied aspect of medical anthropology in various cultural contexts.

COURSE OBJECTIVES

- understand the importance of anthropological approach to the study of biomedicine;
- define, measure, and categorize biomedicine as a hegemonic global phenomenon;
- understand the existence of alternative ethno-medicine in Bangladesh;
- examine the applied aspects of medical anthropology in South Asia and Bangladesh;
- identify medical problems in Bangladesh and offer an anthropological explanation.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the origin and development of medical anthropology as a sub-discipline; • identify basic features of medical anthropology; • analyze health, sickness, and illness from medical anthropological perspectives. 	<ul style="list-style-type: none"> • Definition, subject matter, and development of medical anthropology as a separate area of research • Relation of medical anthropology with other disciplines that deal with health and sickness • Basic concepts such as disease, illness, and sickness 	8 hrs
Unit-2: Health and Illness from a Critical Perspective		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the differences between sickness and illness; • identify basic aspects of the social origin of disease and illness; • analyze the concept of structural violence and its importance in medical anthropological research. 	<ul style="list-style-type: none"> • The social origin of disease, illness, and differential experiences of the poor • The concept of structural violence 	4 hrs
Unit-3: Ecology, Culture, and Health		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the connection between ecology, culture, and health in medical anthropology; • identify major causes of health and illness concerning climatic condition; • analyze the necessity of nutrition for adapting to ecology 	<ul style="list-style-type: none"> • Studying health and illness concerning climatic and cultural adaptation • The ecology and economy of nutrition 	<p>8 hrs</p>
<p>Unit-4: Ethno-medical and Cultural Interpretive Perspectives</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the debate between biomedicine and ethno-medicine; • identify the reasons behind the hegemonic status of biomedicine globally; • analyze the functions of ethno-medicine as an alternative with a focus on the explanatory model vs. cultural model. 	<ul style="list-style-type: none"> • Defining ethno-medicine • Is biomedicine a kind of ethno-medicine? • Explanatory model vs. cultural model • The concepts of efficacy and placebo responses, a culture-bound syndrome 	<p>8 hrs</p>
<p>Mid-term Examination</p>		
<p>Unit-5: Medical Pluralism</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the concept of medical pluralism; • identify major aspects of the hegemonic status of biomedicine, and counter-resistance via alternative medicine; • analyze the status of folk medicine in Bangladesh and their importance in medical anthropological research. 	<ul style="list-style-type: none"> • Meaning of medical pluralism • The idea of humoral medicine • Biomedical hegemony in the context of medical pluralism • Survival of alternative medicines (debates on their dominant, subjugated, or hybridized status) • Alternative medicines of Bangladesh (Ayurveda, Unani, Homeopathy, and Folk) 	<p>4 hrs</p>
<p>Unit-6: Therapy Management and Health Seeking Process</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the importance of therapy management and its global popularity; • identify health-seeking factors; • analyze the role of physicians, traditional healers, and birth attendants in the health-seeking process. 	<ul style="list-style-type: none"> • Defining therapy management process • Formation and function of the therapy management group, sequential therapy seeking • Factors influencing therapy seeking process—household dynamics, access to capital and health facility • Role of the therapy management group, physicians, traditional healers, and birth attendants in the health-seeking process 	<p>8 hrs</p>
<p>Unit-7: Birth, Medicalization, and Concept of Power</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the differences between home birth and hospital birth; • identify new reproductive technology; • analyze the connection between social control and medicalization. 	<ul style="list-style-type: none"> • Homebirth vs. hospital birth • Bio-power and the production of authoritative knowledge • Infertility, stigma and biomedical intervention • New reproductive technologies and the definition of kinship 	<p>4 hrs</p>

	<ul style="list-style-type: none"> Medicalization and the issue of social control 	
Unit-8: Colonial and Post-colonial Context of Disease and Medicine		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the colonial and post-colonial context of disease and medicine; identify major causes to the advent of western medicine during the British colonial era in South Asia; analyze the violence of western medical science on non-western society. 	<ul style="list-style-type: none"> Institutionalization of bio-medicine in the Subcontinent 	8 hrs
Unit-9: Medical Anthropology: Applied Perspectives		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain contemporary aspects of applied perspectives of medical anthropology; identify major areas of applying medical anthropology; analyze how anthropological perspectives can be used to solve medical problems globally and in culture-specific. 	<ul style="list-style-type: none"> Applied perspectives of medical anthropology 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

REFERENCES

REQUIRED TEXT

Brown, Peter. J., ed.

1998 Understanding and applying medical anthropology. London: Mayfield Publishing Company.

Baer, Hans A., with Merrill Singer and Ida Susser

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Nichter, Mark, and Margaret Lock, eds.

2002 New horizons in medical anthropology. London: Routledge.

Ram, Kalpana, and Margaret Jolly, eds.

1998 *Maternities and modernities: Colonial and postcolonial experiences in Asia and the Pacific*. London: Cambridge University Press.

Singer, Merrill, and Hans A. Baer

2007 *Introducing medical anthropology: A discipline in action*. New York: Rowman & Littlefield.

Singer, Merrill, and Pamela Erickson, eds.

2011 *A Companion to Medical Anthropology*. Malden: Wiley-Blackwell.

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Afsana, Kaosar

2005 *Disciplining Birth: Power, Knowledge and Childbirth Practice-Bangladesh*. Dhaka: University Press Limited.

Begum, Farhana

2015 *Women's Reproductive Illness: Capital and Health Seeking*. Dhaka: Dhaka University Prakashana Sangstha.

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1994 *Medical Ethnobiology of the Highland Maya of Chipas Mexico: The Gastrointestinal Diseases*. Princeton: Princeton University Press.

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Farmer, Paul

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Foucault, Michel

1973 *The Birth of the Clinic: An Archaeology of Medical Perception*. New York: Vintage Book.

Helman, Cecil

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Islam, M. Saiful

2016 *Culture, Health and Development in South Asia: Arsenic Poisoning in Bangladesh*. London and New York: Routledge.

Katz, Richard

1982 *Boiling Energy: Community Healing among the Kalahari Kung*. Cambridge: Harvard University Press.

Jordan, Brigitte

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Linderbann, Shively

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Moerman, Daniel

2002 *Meaning, Medicine and the Placebo Effect*. Cambridge: Cambridge University Press.

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Scheper-Hughes, Nancy

1992 *Death Without Weeping*. Berkeley: University of California Press.

Young, James C., and Linda C. Garro

1981 Medical choice in a Mexican village. Illinois: Waveland Press, INC.

Zaman, Shahaduz

2005 Broken Limbs, Broken Lives: Ethnography of a Hospital Ward in Bangladesh. Indiana: Transaction Publishers.

5.8 FOURTH YEAR 8TH SEMESTER BSS (HONORS)

COURSE NUMBER AND TITLE: ANTH 451: ANTHROPOLOGY AND CLIMATE CHANGE

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course will examine the human dimensions of climate change from a cultural perspective. It will highlight the interactions among societies, cultures, and climate change. The course contains anthropological perspectives and discourses on climate and global environmental changes. It also includes encountering climate change through ethnographic studies around the world. The politics of climate change and engaging anthropology in climate change in Bangladesh will also be focused upon.

COURSE OBJECTIVES

- understand the scientific basis and human dimensions of climate change;
- highlight the interactions among societies, cultures, and climate change;
- examine technological, social and cultural resilience, mitigation and adaptation strategies of climate change;
- identify the global, regional, and national politics of climate change;
- understand the climate change of Bangladesh from anthropological perspectives.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Anthropological Perspectives on Climate Change		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain major anthropological perspectives on climate change; • identify the differences between weather and climate; • analyze the concepts like carbon emission, ecological footprints, etc. to study climate change. 	<ul style="list-style-type: none"> • Climate and weather: from environmental science to social science • The concepts of environmentalism, ecological footprints, global climate, and challenges, carbon emission 	8 hrs
Unit-2: Fielding Climate Change in Cultural Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain field perspectives to study climate change; • identify major issues of cultural anthropology to study climate change; • analyze the processes of doing fieldwork on climate change using peoples' perception, knowledge, valuation, and responses. 	<ul style="list-style-type: none"> • The method of being there and four cultural axioms- peoples' perception, knowledge, valuation, and responses 	8 hrs

Unit-3: Theoretical Approaches to Climate Change		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain major theoretical approaches to climate change; identify major aspects of human and political-ecological perspectives on climate change; analyze the theories of sustainability and adaptation and draw a linkage between climate change and development discourse. 	<ul style="list-style-type: none"> Theories of human and political ecology Theories of sustainability, adaptation, and development 	8 hrs
Unit-4: Encountering Climate Change		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the coping mechanism and adaptation process of climate change; identify major aspects of the use of indigenous knowledge for reducing the risk of climate-induced natural disasters; analyze the processes of climate-induced risk reduction. 	<ul style="list-style-type: none"> Adaptation to climate change and climate risk management Indigenous knowledge of climate change Ex-ante and ex-post coping strategies Adaptation to climate change and disaster risk reduction 	8 hrs
Mid-term Examination		
Unit-5: Re-meaning of Vulnerability and Climate Change		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the meaning of vulnerability as a concept; identify major impacts of climate change on migration, displacement, and environmental refugee; analyze the link between identity and climate-induced forced migration. 	<ul style="list-style-type: none"> Vulnerability, migration, and environmental refugee Displacement and identity 	6 hrs
Unit-6: Poetics and Politics of Climate Change		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the nature of global and geopolitics behind climate change discourse; identify major impacts of a low-carbon economy and clean development mechanism on climate change; analyze policy and climate change discourse, Giddens' paradox, and the importance of climate justice. 	<ul style="list-style-type: none"> Geopolitics and international negotiations on climate change (Kyoto protocol, Hyogo framework for action and COP-15 Rio Earth Summit and Rio 20 and Bali) Low-carbon economy and clean development mechanism; carbon markets for development Climate justice: finance for mitigation and adaptation; Giddens' paradox-the third way, policy analysis and assessing impacts of policy Perspectives on international policy and integrating policy objectives 	10 hrs
Unit-7: Engaging Anthropology in Climate Change in Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain how and why Bangladesh is caught between global climate change discourse; 	<ul style="list-style-type: none"> Challenges of climate change for the most vulnerable country, 	8 hrs

<ul style="list-style-type: none"> • identify the climate-induced problems, policy, and measurements in Bangladesh; • analyze the relationship between climate change impact on most vulnerable groups like children, women, minorities. 	<p>policies of adaptation, and mitigation in Bangladesh</p> <ul style="list-style-type: none"> • Assessing impacts of NAPA and mainstreaming climate change into development policy • Climatic resilient ecosystem conservation in Bangladesh • Carbon measurement and ecosystem monitoring • Gender, climate change, and the most vulnerable groups (women, children, indigenous groups, minorities, PWDS, etc.) 	
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 452: SOCIAL INEQUALITY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course will introduce different forms of inequalities in society from anthropological perspectives. It will critically address the different theoretical explanations of causes and persistence of inequality, and its implications on society. The course will also focus on the conceptualization and dimensions of and the approaches to social inequality. It will highlight the different forms of inequality e.g. caste, racism/colorism, religious communalism, age, class, ethnicity, gender, and health with ethnographic examples.

COURSE OBJECTIVES

- understand social inequality from anthropological perspectives;
- know different theoretical school of thoughts regarding the origin of social inequality;
- understand inequality based on caste, racism/colorism, communalism, age, class, ethnicity, gender;
- examine the nature of inequality from ethnographic perspectives;
- identify the ways how can anthropology contribute to the fighting against social inequality, both globally and culture-specific.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Conceptualizing Inequality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of social inequality; • identify the differences between social stratification and social inequality; • analyze the nature and dimensions of inequality. 	<ul style="list-style-type: none"> • Conceptualizing inequality: inequality and stratification, nature and dimensions of inequality 	4 hrs
Unit-2: Theories of Social Inequality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different schools of thought regarding social inequality; • identify major aspects of different theories regarding social inequality; • analyze how Weber's theory of class differs from Marx's theory to explain the origin of inequality and evaluate Gramsci. 	<ul style="list-style-type: none"> • Theories of social inequality: Karl Marx, Max Weber, and Antonio Gramsci 	8 hrs
Unit-3: Origin and Development of Inequality from Egalitarian to Stratified Society		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the origin of inequality from historical perspectives; • identify major causes to the existence and condition of inequality in foraging and pastoral society; • analyze the facts of the emergence of inequality during the advent of agricultural and industrial societies. 	<ul style="list-style-type: none"> • Inequality in foraging, pastoral, agricultural, and industrial societies 	4 hrs
Unit-4: Dilemmas Concerning Equality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the paradoxical existence of inequality and equality; • identify major factors regarding equality and inequality as two sides of the same coin; • analyze factors responsible to reach the end of an inequality free society. 	<ul style="list-style-type: none"> • Are equality and inequality two sides of the same coin? 	4 hrs
Unit-5: Caste and Inequality		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Persistence of caste in India and around the world 	8 hrs

<ul style="list-style-type: none"> explain why and how caste is a phenomenon of inequality; identify major aspects to the origin of caste in India; analyze and critically look at the question- is caste a pan Indian phenomena? 		
Mid-term Examination		
Unit-6: Race, Racism, and Colorism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the relationship between racism/colorism and inequality; identify an answer to the critical question- is pure race a myth?; analyze the origin, function, and persistence of racism/colorism in countries like the USA, Australia, and countries of the South/Third World. 	<ul style="list-style-type: none"> The cases of USA, Australia, Europe, Latin America, South Africa, and the Indian subcontinent 	4 hrs
Unit-7: Gender and Inequality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain why and how gender inequality originated and it persists in different forms; identify major aspects of the relationship between gender and inequality; analyze the condition of gender inequality in the countries of North and South. 	<ul style="list-style-type: none"> From domesticity to the public sphere- case studies from the USA, Great Britain, and Indian subcontinent 	8 hrs
Unit-8: Ethnicity and Inequality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the connections between ethnicity and inequality; identify different forms of ethnic stratification; analyze different dimensions of inclusion, exclusion, and violation of human rights. 	<ul style="list-style-type: none"> Ethnic stratification, prejudice, and discrimination Policies of exclusion and inclusion Violation of human rights 	4 hrs
Unit-9: Age and Inequality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the relationship between age and inequality; identify basic issues for the construction of life stages; analyze age-based inequality in an egalitarian society. 	<ul style="list-style-type: none"> Construction of life stages, imaging youth and old age, redefining age Cases of age grade and age set: Nuer and others 	8 hrs
Unit-10: Class and Inequality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the relationship between class and inequality; identify major aspects of a class-based inequality in modern society; analyze the factors influencing class-based inequality. 	<ul style="list-style-type: none"> Aspects related to class inequality: food and nutrition, housing and sanitation, education, health, and resources 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 453: PEASANT SOCIETY**CREDIT HOURS: 4 (FOUR)****INTRODUCTION TO THE COURSE**

The course provides students with an understanding of anthropological perspectives on peasant society. It will examine relevant issues and theories on peasant and peasantry. The course begins with the conceptualization of peasants and the theorization of peasant society. Then it focuses on the cross-cultural contexts of the peasant economy, politics, development, and movements.

COURSE OBJECTIVES

- understand peasantry as a class;
- define, measure, and categorize peasantry;
- understand the theories of the peasantry;
- examine the relationship between peasantry and development;
- identify peasant as a revolutionary class and the nature of peasant insurgency/revolution/revolt;
- examine the causes and consequences of the peasant movement in the 21st century.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the concepts regarding peasants;• identify the categories of peasants;• analyze the theoretical debates on the peasantry in peasant studies.	<ul style="list-style-type: none">• Conceptualization, de-conceptualization, and debates regarding peasants	4 hrs
Unit-2: Anthropological Perspectives on Peasant Society and Culture		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the classical and anthropological theories on peasant society and culture;• identify basic features of the perspectives on peasant society and culture;• analyze ideas like the image of limited goods, moral economy, differentiation, polarization, and peasant mobility.	<ul style="list-style-type: none">• Classical and Anthropological Studies on Peasants: Vladimir Illich Lenin, Alexander Chayanov, Teodor Shanin, Robert Redfield, Alfred Lewis, Eric Wolf, George M. Foster, James Scott, and the like	12 hrs
Unit-3: Peasant Economy		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the issues of agrarian structure, mode of production, the relation of production, and patron-client relation in peasant economy;• identify economic characteristics of peasant society and the patron-client relationship in peasant economy;• analyze the issues of peasant society in a capitalist economy.	<ul style="list-style-type: none">• Agrarian structure• Agrarian relations and mode of production	4 hrs
Unit-4: Power, Authority and Politics in the Peasant Society		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the political relations of the peasant class with other class in the society; • identify formal and informal peasant political organization and their interrelation; • analyze the nature of factional politics among the peasant society and the emergence of leadership among peasants. 	<ul style="list-style-type: none"> • Formal and informal political organizations • Factional politics and leadership 	<p>4 hrs</p>
<p>Unit-5: Development of Capitalism in Agriculture and its Impact</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the history of how capitalism did penetrate peasant society of the South; • identify the pauperization process in peasant society; • analyze the Green Revolution in the South and its impact on peasant society. 	<ul style="list-style-type: none"> • Use of modern technology • Agribusiness, polarization, and pauperization • Green Revolution: a critical review 	<p>4 hrs</p>
<p>Mid-term Examination</p>		
<p>Unit-6: Stratification and Mobility</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the causes of stratification among the peasant societies and the nature of peasant mobility; • identify the process of marginalization in peasant society; • analyze the nature of the power struggle in peasant society. 	<ul style="list-style-type: none"> • Class, status, and power • Polarization and marginalization 	<p>4 hrs</p>
<p>Unit-7: Gender Relations in Peasant Society</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the gender division of labor in peasant society; • identify the contribution of female labor in peasant society; • analyze the allocation of property among women in peasant society. 	<ul style="list-style-type: none"> • Role differentiation in agricultural activities 	<p>4 hrs</p>
<p>Unit-8: Peasant Consciousness, Rebellion, and Movements</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the history and nature of peasant insurgency in colonial and postcolonial time; • identify major causes to the rise of peasant consciousness and its revolutionary potentials; • analyze peasant movements such as Tebhaga and Tonko in Bangladesh. 	<ul style="list-style-type: none"> • Class-in-itself, class for itself • Peasant revolution- Tebhaga, Tonko and the like 	<p>8 hrs</p>
<p>Unit-9: Social Transformation and Peasantry</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain recent transformations that occur in peasant society in Russia and China; • identify major issues covered by these transformations; • analyze peasantry through social transformations with examples. 	<ul style="list-style-type: none"> • Social transformation and peasantry: cases from Russia and China 	<p>8 hrs</p>

Unit-10: Peasant and Agricultural Labors in South Asia		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the nature of agricultural labors from South Asia; • identify major aspects of peasantry and agriculture in South Asia; • analyze the future of agricultural labor in South Asia. 	<ul style="list-style-type: none"> • Peasant and agricultural labors: South Asian context 	4 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 454: FOREST AND FOREST DEPENDENT PEOPLE **CREDIT HOURS: 4 (FOUR)**

INTRODUCTION TO THE COURSE

This course aims to guide the students to the current contexts of forest and forest-dependent people. Starting with the basic understanding of the forest, this course will focus on the issues

related to forest and forest-dependent such as ecological adaptation, resources and their management, cultural aspects and environmental concerns, property rights, and, forest policy and gender.

COURSE OBJECTIVES

- to understand forestry from anthropological perspectives;
- to identify the reasons for forest degradation, globally, regionally, nationally, and locally;
- to understand the experiences and importance of the forest to the forest-dependent people;
- to examine the effectiveness of community-based forest management;
- to understand forest movements in Bangladesh and other countries.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Forest and Forest Dependent People		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of forestry from anthropological perspectives; • identify the debates on forest and forest-dependent people; • analyze the theoretical approaches to forestry. 	<ul style="list-style-type: none"> • Concepts, Issues, approaches, and debates 	4 hrs
Unit-2: Adaptation of Forest Dependent People		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain how forest-dependent people adapt to their forest ecosystem; • identify the processes of foraging people, pastoralist, shifting cultivator to adapt to their forest ecosystem; • analyze the condition of forest-dependent people in industrial society. 	<ul style="list-style-type: none"> • Means of subsistence • Food gathering and food-producing technology-foraging, pastoralism, shifting/slash and burn cultivation, and agriculture • Forest dependent people in industrial societies 	8 hrs
Unit-3: Contemporary Issues in Human Ecology and Forest Resources		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain human ecology; • identify major aspects of human ecology and forest resources; • analyze the contemporary issue in human ecology and forest resource management. 	<ul style="list-style-type: none"> • Contemporary issues in human ecology and forest resources 	4 hrs
Unit-4: Social Organization of Forest Dependent People		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the social organization of forest-dependent people; • identify important roles played by kinship for organizing labor, principles of adaptation, and resource management; • analyze the nature of resource competition, power struggle, and formal/informal political structure among the forest people. 	<ul style="list-style-type: none"> • Kinship, family, power, and politics 	4 hrs
Unit-5: Beliefs and Rituals associated with Forest and Forest Products		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the religious aspects of the forest; identify major aspects of the idea of 'sacred forest' among the forest people; analyze the importance of ritual to the forest people. 	<ul style="list-style-type: none"> The medicinal, economic, social, and cultural importance of trees 	<p>8 hrs</p>
Mid-term Examination		
Unit-6: Environmental Concerns		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the reasons for deforestation both globally and locally; identify the relation between climate change, natural disaster, and forestry; analyze resource depletion issues and false blaming to the forest people. 	<ul style="list-style-type: none"> Human interventions and forest depletion Wildlife and bio-diversity losses Fuelwood crisis Climate change, global warming, and natural disasters concerning forest 	<p>8 hrs</p>
Unit-7: Gender Role Differentiation in Forestry		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the importance of female labor in forest resource management; identify the major role of women in protecting the forest, for example-Chipko movement; analyze the idea of mother nature and feminity among the forest people. 	<ul style="list-style-type: none"> Tree plantation, fuelwood, food, and fodder collection Forest resource management 	<p>4 hrs</p>
Unit-8: Forest Regime, Property Rights and Policy Issues		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the relationship between land and forest management; identify forest policies and their effectiveness for forest protection; analyze forest policy and the rights of the indigenous people. 	<ul style="list-style-type: none"> Tree and land tenure systems Legal and policy issues-regional, national and global perspectives 	<p>4 hrs</p>
Unit-9: Forest Management and People's Participation		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the idea of co-management in forestry; identify major government and non-government efforts to restore the forest in Bangladesh; analyze the importance of indigenous people in forest resource management. 	<ul style="list-style-type: none"> Co-management of natural resources Resilient ecosystem conservation REDD+ for forest and biodiversity conservation Social forestry GO, NGO and local/indigenous people's participation in forestry 	<p>8 hrs</p>
Unit-10: Research on Forest and Forestry		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the future initiatives for research on forestry; identify major areas for research on forest and forestry; 	<ul style="list-style-type: none"> Eco-system and agro-system analysis 	<p>4 hrs</p>

<ul style="list-style-type: none"> analyze the potentiality of new research on forestry and forest management, both globally and locally. 		
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 455: ANTHROPOLOGY OF POVERTY
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to provide knowledge and understanding of poverty from anthropological perspectives. In this regard, an attempt has been made to bring into focus the increasing impact of climate change, food insecurity, starvation, and similar other issues on people of different countries. Emphasis has been given to examining the dynamics, strength, and impact of poverty to reduce the risk and vulnerability to an acceptable limit.

COURSE OBJECTIVES

- understand the importance of the anthropological approach to the study of 'poverty';

- define, measure, and categorize poverty as a global phenomenon;
- understand the experiences, causes, and consequences of poverty;
- examine the programs undertaken by the international, national, non-governmental and voluntary institutions for alleviating poverty;
- identify conflicting views on poverty and its remedies with reference from Bangladesh.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Anthropological Understanding of Poverty		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concept, nature, and characteristics of poverty; • identify major anthropological approaches to address poverty; • analyze local people's perspectives and discourses on poverty. 	<ul style="list-style-type: none"> • Meaning and definition of poverty • Characteristics of poverty • Different discourses on poverty and people's perspectives 	8 hrs
Unit-2: Measurements of Poverty		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the context-specific aspects of poverty; • identify major measurement techniques of poverty; • analyze people's perspectives to measure poverty through their narratives. 	<ul style="list-style-type: none"> • Contextual analysis of poverty • Narrative analysis of poverty 	4 hrs
Unit-3: Causes and Consequences of Poverty		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different dimensions to the causes of poverty; • identify the consequences of poverty; • analyze the connection of poverty with inequality and human rights. 	<ul style="list-style-type: none"> • Different dimensions to the causes of poverty: individual deficiencies, the culture of poverty, situational poverty, structural poverty • Consequences of poverty: education, health, housing, life chances and lifestyles, poverty as an extreme form of inequality, poverty as a violation of human rights 	8 hrs
Unit-4: Neoliberalism and Poverty		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the neoliberal understanding of poverty; • identify the connection between free trade, privatization, and poverty; • analyze the nature of structural adjustment to poverty and the role of NGOs for poverty alleviation. 	<ul style="list-style-type: none"> • Free trade • Privatization • Structural adjustment • NGOs and poverty alleviation initiatives 	8 hrs
Mid-term Examination		
Unit-5: Culture, Politics, and Poverty		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain how the culture of poverty operates in society; 	<ul style="list-style-type: none"> • Culture of poverty • The connection between politics and poverty 	8 hrs

<ul style="list-style-type: none"> • identify different aspects of culture and politics concerning poverty; • analyze the poverty-politics nexus. 		
Unit-6: Poverty, Capability Deprivation and Famine		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the processes of capability deprivation of individuals for poverty; • identify the root causes of capability deprivation; • analyze the nature of famine and its connection with poverty. 	<ul style="list-style-type: none"> • Poverty as capability deprivation of individuals • Poverty and famine 	8 hrs
Unit-7: Poverty and Food Security		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the major aspects of human rights; • identify the characteristics of food security and determine the connection between food security and poverty; • analyze the significance of social justice to alleviate poverty. 	<ul style="list-style-type: none"> • Human rights • Food security • Social justice 	4 hrs
Unit-8: Poverty and Environment		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the impact of the environment on poverty; • identify major aspects of the structural issues of poverty; • analyze human-induced causes of poverty. 	<ul style="list-style-type: none"> • Poverty-environment nexus • Neglecting the structural issues of poverty • Poverty is man-made 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 456: ANTHROPOLOGY OF STATE
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course readings would assist us in thinking anthropologically about state formation, state projects, and state effects along with theoretical genealogies of state. The kinds of questions that would be examined include: How are state subjects and citizens made? How can the state itself – as a set of institutions and as an idea– be examined ethnographically? What kinds of cultural understandings underlie a range of state projects and interventions? How can we understand how local populations and/ or subordinate groups experience and respond to such interventions? Given the range of student interests, the aim is to allow students to familiarize

themselves with analytical tools that can be applied to their research, rather than to thoroughly review the literature on state formation in any specific region. The course is equally concerned with discerning how the anthropological approach to the modern nation-state may draw upon yet differ from perspectives on the state developed within other disciplines and the new connections and divisions that may arise from staking out a common conceptual space.

COURSE OBJECTIVES

- understand the importance of anthropological/ethnographic perspective to the study of the state;
- look at how to study the state and state formation;
- examine the causes of state intervention across the globe;
- examine the responses of local population/subordinate groups due to state penetration;
- identify those aspects of everyday life ethnographically which are affected by the state intervention;
- to examine the resistance of 'stateless people' against the state penetration.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the fate of nation-states in the age of globalization; • identify the genealogical perspective on the emergence of the modern nation-state; • analyze the features of modern nation-states. 	<ul style="list-style-type: none"> • The State in an Age of Globalization • The emergence of the modern state: historical perspectives, features of the modern state, nation, and state 	10 hrs
Unit-2: Theoretical Genealogies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain governmentality as a new form of bureaucracy; • identify major aspects to the emergence of civil society with modern nation-states; • analyze how do ISA and RSA work in the modern state and critically look at the condition of freedom in neoliberal democracy. 	<ul style="list-style-type: none"> • Bureaucracy and governmentality • State and civil society • Ideology and ideological state apparatuses • Power and freedom in late modernity • Liberal democracies 	10 hrs
Unit-3: Culture, Power and Ideology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain how culture, power, and ideology work within nation-state; • identify major aspects of the nation-state to maintain her sovereignty; • analyze and critically examine the rise of secular formation of nation-state focusing on the role of secularism in South Asia. 	<ul style="list-style-type: none"> • Power: synthetic, organic, and symbolic • Techniques of power • Sovereignty and citizenship • Secularism and secular state 	8 hrs
Mid-term Examination		
Unit-4: Ethnographic Contexts		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Locating man in the state: cities, people, and language • Society, economy, and the state 	10 hrs

<ul style="list-style-type: none"> explain the everyday life of citizens in the state and the condition of language, culture, and economy of the citizen in the state; identify major aspects of the state concerning society, culture, and politics; analyze the discourse of corruption in the state and critically look at the role of popular culture in the modern state. 	<ul style="list-style-type: none"> The discourse of corruption The culture of politics, and the imagined state Popular culture and the state 	
Unit-5: Violence, Law, and Citizenship		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the relationship between identity and state formation; identify major features of the increasing militarization of modern state in the neoliberal age; analyze the cause of population displacement and refugee crisis and critically look at the rationalities of government. 	<ul style="list-style-type: none"> Cultural logics of belonging and movements Militarization and the current crises Immigrant communities Transnationalism Neo-liberalism and rationalities of government 	10 hrs
Unit-6: Scope of Anthropological Engagement		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain how anthropologists can contribute to the study of the state; identify major anthropological works on the study of the state; analyze the scope of anthropological engagement in studying the state. 	<ul style="list-style-type: none"> Anthropological engagement in studying the state 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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COURSE NUMBER AND TITLE: ANTH 457: ANTHROPOLOGY OF LAW
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course intends to provide the students with an introduction to the study of law and an overview of anthropology’s engagement with human rights and law. It also investigates the discipline’s theoretical and practical engagements with global social justice and law focusing on wider social processes of state regulation, conflict and mass displacement, transnational social movements, and international agencies.

COURSE OBJECTIVES

- to explore anthropological perspectives and discourses concerning legal and human rights;
- to understand the relationship between the epistemological definition and legal codification;
- to examine a more complex anthropological engagement with legal discourses.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Anthropological Perspectives of Law		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain anthropological perspectives of law; • identify major aspects of the methodological aspects of legal anthropology; • analyze legal rules and discourses in connection with law and politics. 	<ul style="list-style-type: none"> • Law defined; classical and post-classical ethnography • Methodological tools and techniques of legal anthropology • Theories of law: classical and natural law theories • Legal rule and discourse, law and politics 	6 hrs
Unit-2: Nature and Functions of Law		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain basic functions of law; • identify major features of legal and judicial systems; • analyze the comparative legal system with a focus on dispute settlement processes. 	<ul style="list-style-type: none"> • Basic features of law- substantive law, procedural or adjective law, organic and tyrannical law, customary or community law, private and public law, penal law (unwritten law), reinstated contract law • Conflicts and cohesions in simple societies • Judiciary and legal system, elements of judiciary, social realities through judicial categories • Comparative legal system: regularity in law, courts, and legislation, prosecuting authority, case law and settlements of disputes, discourse on the witness 	8 hrs

Unit-3: Anthropology and Crime		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Meaning of crime and its typology • Society, culture and crime, terrorism. 	6 hrs
<ul style="list-style-type: none"> • explain crime; • identify major aspects of crime from anthropological perspectives; • analyze and critically examine crime and terrorism regarding Bangladesh. 		
Unit-4: Anthropology of Law and Environmental and Ecological Issues		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Indigenous groups, racial and ethnic categories • Cultural property, common property resources, intellectual property rights • Indigenous law and state law • Mineral resources, forests, dams, and water bodies related laws and affected ethnic groups 	8 hrs
<ul style="list-style-type: none"> • explain legal issues related to environment and ecology; • identify major aspects of different property rights laws; • analyze and critically examine the issues affecting ethnic groups. 		
Mid-term Examination		
Unit-5: Law and Gender		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Jurisprudence, constitution and basic rights 	6 hrs
<ul style="list-style-type: none"> • explain the connection between law and gender; • identify major aspects of jurisprudence; • analyze constitutional safeguards for basic rights from a legal anthropological perspective. 		
Unit-6: Law and Human Rights		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • Human rights and multicultural negotiations • War crime and international law • Violation of law, crime, and legal system for punishment • Law enforcing agencies, legal institution, and prison 	6 hrs
<ul style="list-style-type: none"> • explain the connection between law and human rights; • identify major features of a war crime, legal issues, and punishment; • analyze the performances of law enforcement agencies and legal institutions in a society. 		
Unit-7: Language, Law, Power, Legal and Political Rituals		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • General nature of ritual • Communication of power in writing: representation and construction of social institutions in the administration • Legal time and evidence: an ethnographic analysis of narrative, evidence, and proof in different legal cultures • Legal pluralism; general nature of ritual • Theoretical analyses of modern legal ritual • Persons and things: legal forms of personification and 	8 hrs
<ul style="list-style-type: none"> • explain the legal and political rituals of law; • identify major anthropological understandings of power in writing and legal pluralism; • analyze persons and things and alternative dispute resolution procedures. 		

	objectification in systems of ownership and inheritance <ul style="list-style-type: none"> • Conflicting concepts of ownership • Law governing reproductive resources • Alternative dispute resolution: arbitration and mediation; collective dispute settlement 	
Unit-8: Law in Bangladesh Context		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the colonial context to the emergence of various laws; • identify major aspects of the legal system of Bangladesh regarding ethnicity; • analyze the judicial system of Bangladesh along with a critical understanding of community justice. 	<ul style="list-style-type: none"> • Colonial context to the emergence of various laws • Constitution of Bangladesh and basic human rights • Bangladesh legal system and ethnicity: historical and contemporary situations • Muslim, Hindu, and Christian personal law, Shariah law, other civil laws • Community justice in Bangladesh: 'salish', 'fatwa' and other issues; land rights and legal pluralism • The judicial system of Bangladesh: supreme court to lower court, civil, and criminal judicial system. 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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2008 Legal Anthropology: An Introduction. London: Altamaria Press.

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1978 Law as Process: An Anthropological Approach. London: Routledge & Kegan Paul.

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1981 *Rules and Processes: The Cultural Logic of Dispute in an African Context*. Chicago and London: University of Chicago Press.

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Santos, Boaventura de Sousa
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Smith, Michael Garfield
 1974 Corporations and Society. London: Duckworth.

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COURSE NUMBER AND TITLE: ANTH 458: ANTHROPOLOGY OF FOOD AND NUTRITION
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course is intended to provide a multidisciplinary, comparative look at the anthropology of food and nutrition. The objective of this course is to give students a thorough grounding with a focus on food as well as nutrition and its relations with culture, religion, food security and sovereignty, hunger, famine, and power. This course will highlight different approaches to the anthropology of food to understand dietary patterns, historical and contemporary food regimes, and commodity chain analyses. It will also analyze hunger, malnutrition and famine, cultures of thinness and fatness, food as a human rights and gender issue, agro-ecology and industrial agriculture, and food-related social movements.

COURSE OBJECTIVES

- understand the importance anthropological approach to the study of food and nutrition;
- examine the relation between food and culture, religion food security and sovereignty, hunger, famine, power, etc;
- understand the dietary patterns, historical and contemporary food regimes, and commodity chain;
- analyze hunger, malnutrition and famine, cultures of thinness and fatness, food as a human rights and gender issue, agro-ecology and industrial agriculture, and food-related social movements;

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: Anthropological Approaches to Food and Dietary Patterns		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain food as a cultural construction; • identify major anthropological approaches to food; • analyze food and eating as a social process. 	<ul style="list-style-type: none"> • Food, cuisine, the social and/or cultural construction of food 	4 hrs
Unit-2: Evolution of Human Foodways and Nutrition		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the evolution of human foodways; • identify the ways prehistoric people gathered food; 	<ul style="list-style-type: none"> • Evolutionary patterns of food preferences (human and non-human primates) 	4 hrs

<ul style="list-style-type: none"> analyze how food and eating impacted human development as a homo sapiens. 	<ul style="list-style-type: none"> Responses to food stress and surfeit, and the impact of human development 	
Unit-3: Nutritional Deficiencies, Pathologies, Malnutrition, and Adaptations		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain anthropological perspectives on nutrition; identify understand malnutrition as a political process and related with mainly food distribution; analyze the importance of indigenous knowledge with food and nutrition. 	<ul style="list-style-type: none"> Historical and contemporary contexts Women and children as more vulnerable to malnutritional disease; human dealings with malnutrition Human evolved patterns- pica and geophagia, lactose intolerance, poisonous plants, and deficient diets Knowledge of plant-based medicines 	12 hrs
Unit-4: Agriculture, Food Production and Human Health		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the emergence of agriculture as a food revolution; identify major aspects to the paradox of food production and malnutrition; analyze the role of women in production and reproduction. 	<ul style="list-style-type: none"> Historical contexts of shifting in food practice Increase in malnutrition The production and reproduction of gender roles through the production, preparation, and consumption of food 	8 hrs
Mid-term Examination		
Unit-5: Dietary Delocalization, Migration of People and Foods, and Food Regimes		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the colonization of food in the South; identify major issues of the hegemonic presence of Western food in the time of globalization. analyze and critically look at the asymmetrical food policy and trade rules of the West. 	<ul style="list-style-type: none"> Foods transforming the European world Trade of food and drink permitting colonization and hegemony of Europe over the globe Uneven agricultural trade rules Food regimes genealogy The hangover from the second food regime- the collapse of 'WTO Doha Round' Vanishing free market-formation and spread of British and US food regime 	4 hrs
Unit-6: Cultural Practices and Food Patterns, Cultures of Thinness and Fatness		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain several food behaviors from cultural perspectives; identify the causes of culinary diversity throughout the world despite the homogenizing effort of globalization; analyze the customs, taboos, and beliefs behind food preparation, eating behavior, and critically 	<ul style="list-style-type: none"> Food and global cultural trends Food tradition, modernity, and post-modernity Food and nationalism Food and authenticity in the face of culinary homogenization that global food industries entail; 	8 hrs

look at the politics of obesity and secret life in a culture of thinness.	<p>taboos, preferences, and beliefs- why do we eat what we eat?</p> <ul style="list-style-type: none"> • Customs and symbolism of food shaping the role of food preparers • Psychopathology as the crystallization of culture, weighty subjects and body politics of fat, secret life in a culture of thinness 	
Unit-7: Food Sales/Trade, Marketing, and Bioengineering		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the globalization of food such as McDonaldization, KFCdization, Fastfoodization, etc.; • identify the role of multinational cooperation in the distribution and marketing of food commodity; • analyze the effects of biotechnology in food production, the myth of overproduction, and the political economy of TV cooking shows and its impact on food behavior. 	<ul style="list-style-type: none"> • Import and export of food: calculating profit and loss • Roles of multinational corporations in the production, distribution, and marketing of food commodities • Bioengineering affects food safety and the nutritional content of foods • Impacts of 'McDonaldization', 'KFCdization' or 'Fastfoodization' of food globally • Transmission of ideology through TV cooking shows, cooking-related advertisements, dramas, and many alike • The political economy of food 	4 hrs
Unit-8: Food Security and Food Sovereignty		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain ideas like food security and food sovereignty; • identify major aspects of hunger as a way of making money; • analyze the indigenous food system as an alternative to food security and sovereignty. 	<ul style="list-style-type: none"> • Food problem- theory and policy • Issues of food security, malnutrition, and hunger and their relations with resources • 'Hunger' as a way of making money • Origins and potential of food sovereignty • The indigenous food security system 	4 hrs
Unit-9: Food as a Human Right, Food Justice, and Social Movement		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the connection of food with human right; • identify the major focus of food justice; • analyze peasants' right to food and food-based movements. 	<ul style="list-style-type: none"> • Right to food- gender dimension, global governance, and national implementation • Peasants' rights to food • Food crises and food movements- 'The 20 Million', 'The Slow Food Manifesto' 	8 hrs
Semester Final Examination		

INSTRUCTIONAL STRATEGIES

Lecture, Discussion, Question-answer (quiz), Observation, Debate, Workshop, ICT integration, etc.

ASSESSMENT

Class attendance, Tutorial class participation, Group presentation, Class test, Term paper, Fieldwork report, Home assignment, Mid-term examination, Oral test (viva-voce), Semester final examination.

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REQUIRED TEXT

Cheung, Sidney C. H., and Tan Chee-Beng, eds.

2007 *Food and Foodways in Asia: Resource, Tradition and Cooking*. New York: Routledge.

Collinson, Paul, and Helen Macbeth, eds.

2014 *Food in Zones of Conflict: Cross-Disciplinary Perspectives*. New York: Berghahn.

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1990 *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. New York: Continuum Press.

Altieri, Miguel A., and Víctor Manuel Toledo

2011 The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants. *Journal of Peasant Studies* 38(3):587-612.

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2011 Gender-Specific Risks and Accountability: Women, Nutrition and the Right to Food. In *Claiming Human Rights: The Accountability Challenge*. Léa Winter, ed. Pp. 23-29. *Right to Food and Nutrition Watch*.

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1992 *Chilies to Chocolate: Food the Americas gave the World*. Tucson: University of Arizona Press.
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FILMS AND DOCUMENTARIES

FILM

Arau, Alfonso, dir.

1992 Like Water for Chocolate. 110 min. Mexican Academy of Motion Pictures.

Axel, Gabriel, dir.

1987 Babette's Feast. 110 min. Danish Film Institute.

DOCUMENTARIES

NHANES, dir.

2010 NHANES III: Anthropometric Procedures (Part 1 to 10). Atlanta: Centers for Disease Control and Prevention.

Potash, Shira, and Yoav Potash, dirs.

2010 Food Stamped. 60 min. USA.

COURSE NUMBER AND TITLE: ANTH 459: RESEARCH MONOGRAPH

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to engage students in the field taking experiences gathered from the first, second, and third year of fieldwork. This course will provide an approach to common concepts and methodologies in anthropology relating to ethnographic fieldwork. At the end of the fieldwork, students will have to write the research monograph. This is a 4 credit course equivalent to 100 marks. and the examination of the Research Monograph has two parts: an examination of the written monograph (80 marks) and viva-voce (20 marks).

COURSE OBJECTIVES

- Obtain practical orientation to the procedures of field research;
- Understand the procedures followed to conduct fieldwork;
- Gain the ability to relate their theoretical and methodological understandings with the field;
- Write a complete research monograph and appear in a viva-voce examination to test and examine the research work and research monograph.

UNIT WISE LEARNING OUTCOMES, COURSE CONTENTS, AND NUMBER OF CONTACT HOUR

Learning Outcomes	Course Content	Contact Hour
Unit-1: General Rules and Regulations		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the concepts of field and fieldwork in anthropology;• identify various aspects of fieldwork in anthropology;• analyze and critically discuss the current debates of fieldwork.	<ul style="list-style-type: none">• Preparing a research proposal• Selection of students and supervisors• Presentation of research proposal in a defense class for review and comments• The structure of the research proposal should be aligned with the following guidelines (at least 5000 words of length):	2 hrs

	<ul style="list-style-type: none"> a. Title of the Research b. Introduction c. Background and Context of the Research d. Theoretical/ Conceptual/ Analytical Framework e. Statement of the Problem f. Research Objectives g. The rationale of the Research h. The methodology of the Research i. Thematic Divisions of the Research Report j. References <ul style="list-style-type: none"> • Writing and defense of the proposal and selection of the supervisors will be completed during 4th year 7th semester • Conducting fieldwork and submitting research monograph before 4th year 8th semester final examination. 	
Unit-2: Fieldwork Issues		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain anthropological knowledge for ethnographic fieldwork of different issues; • identify different problems faced by people in society; • analyze the learning from the field. 	<ul style="list-style-type: none"> • Livelihood in rural and urban societies and migration • Community, consumption, and economy • Basic human rights • Ecology, environment and sustainable development • People of different cultures and ethnic origins • Exploration of livelihood • Understanding social institutions and the community • Kinship, gender, and social issues • Climate change, disaster, and development • Anthropological study of every aspect of human being, society, culture, economy, and politics • Subjectivity, reflexivity, and fieldwork relationship • Ethical challenges and ways of addressing these challenges • Issues related to medical anthropology 	2 hrs
Unit-3: Conducting Fieldwork		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain fieldwork planning in connection with fieldwork issues; • identify salient features of the community studied in the field; • analyze and learn to utilize theoretical and methodological understandings to organize fieldwork. 	<ul style="list-style-type: none"> • Fieldwork planning, preparation, and selection of topic • Going to the field • Conducting fieldwork through using different anthropological research methods • Data collection, checking, coding, decoding, and finalization of data • Learning to grasp the untold stories from the field to cover fieldwork issues • Return from the field 	<p>20 hrs</p>
<p>Unit-4: Presentation of Field Data and Report Writing</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain data from the field and fieldwork experiences; • identify the strengths and weaknesses of the fieldwork; • analyze and critically discuss the field situation based on data obtained from the field. 	<ul style="list-style-type: none"> • The process of data generation • Tabulation and summarization • Data analysis • Presentation of the findings • Research monograph writing following guidelines 	<p>2 hrs</p>
<p>Unit-5: Oral Test (Viva-voce)</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain and communicate effectively on the topics covered by the fieldwork; • identify major findings from the fieldwork; • analyze and apply reflective analysis to theoretical and applied contexts. 	<ul style="list-style-type: none"> • Oral defense on the findings from the field 	<p>2 hrs</p>

INSTRUCTIONAL STRATEGIES

Lecture, Interactive discussion, Question-answer (quiz), Observation, Debate, Presentation etc.

ASSESSMENT

Class attendance, Fieldwork report, Oral test (viva-voce).

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Bernard, Harvey Russell

2011 Research Methods in Anthropology: Qualitative and quantitative approaches. Lanham: Altamira Press.

Fetterman, D. M.

2009 Ethnography: Step-by-step (Vol. 17). Sage Publications.

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Gusterson, Hugh. ed.

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2001 *Truth, Human Rights, and Representation*. Minneapolis, MN: University of Minnesota Press, pp. 372-91.

COURSE NUMBER AND TITLE: ANTH 460: COMPREHENSIVE AND VIVA-VOCE
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course Comprehensive and Viva-Voce has two parts: written comprehensive (50 marks) and oral defense (50 marks). Students will sit for this Comprehensive and Viva-Voce examination during 8th semester of the BSS Honors program. It will test their learning over the last 4 years of the undergraduate program.

COURSE OBJECTIVES

- Examination of students' learning from 1st to 8th semesters through a written examination;
- Judging their analytical skills through a viva-voce examination;
- A comprehensive understanding of the students learning during BSS (Honors) courses.

LEARNING OUTCOMES

- The students can explain anthropological concepts and idea
- Identify and analyze anthropological theories, point of divergences and origin, their interrelations, contradictions, and mutuality; as well as applications of anthropological theories
- Use anthropological concepts and theories in analyzing and evaluating social context
- Will be able to critically judge concepts and theories in terms of their potential applicability in diverse social situations

INSTRUCTIONAL STRATEGIES

Lecture, Interactive discussion, Question-answer (quiz), Observation, Debate, Presentation etc.

ASSESSMENT

Written examination, Oral test (viva-voce).