



CURRICULUM
MASTERS OF SOCIAL SCIENCES IN ANTHROPOLOGY
2022 – 2023 ONWARD
DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF DHAKA
DHAKA-1000, BANGLADESH

CURRICULUM

MASTERS OF SOCIAL SCIENCES IN ANTHROPOLOGY

1ST & 2ND SEMESTER

ACADEMIC SESSION: 2022-2023 ONWARD

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

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1. INTRODUCTION

1.1 TITLE OF THE PROGRAM

Masters of Social Science – MSS Program

1.2 DURATION OF THE PROGRAM

1 (One) Academic Year. A student shall be allowed a maximum of two years to complete the degree starting from the year of admission into the University.

1.3 VISION OF THE PROGRAM

Department of Anthropology of the University of Dhaka is appealing for an all-encompassing and modern curriculum of anthropology especially that follows relevant theoretical, methodological, and epistemological trends.

1.4 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 at the Master's level which is both theoretically vibrant and methodologically significant and to prepare them for an enlightened career through specific concentrations in applied fields of Anthropology.

1.5 ELIGIBILITY FOR ADMISSION

Students completing (passing) their BSS (Honors) program are eligible for promotion to the Master's program. Following the rules and regulations of the University, he/ she will collect admission forms for enrollment in the Master's program.

1.6 DEGREE REQUIREMENTS

- Successful completion of 8 courses of a total of 32 credit hours.
- Maintaining a minimum cumulative grade point average (CGPA) of 2.25.
- Satisfactory result in 1 (One) viva voce in 1 (One) Year.

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

- The Master's 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.
- 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.

1.8 COURSE STRUCTURE

Program duration	:	1 Year
Number of terms	:	02 Terms
Term duration	:	32 Weeks
Total number of credit hours available	:	32
Minimum credit hours to be earned	:	32
Minimum credit to be earned from core courses	:	32
Minimum credit to be earned from optional courses	:	N/A

1.9 SUMMARY OF CREDIT DISTRIBUTION BY SEMESTER

Name of Examination	:	Credit
MSS 1 st Semester	:	16
MSS 2 nd Semester	:	16
Total	:	32

1.10 ASSESSMENT AND EVALUATION

A student for the degree of Master of Social Science (MSS) in the Anthropology program is required to satisfactorily earn 32 credits completing 8 full unit courses.

1.10.1 OVERALL ASSESSMENT AND EVALUATION (SESSIONAL AND FINAL)

1.10.1.1 EVALUATION OF COURSES FOR MSS 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
Semester Final Examination (3 Hours)	50
Total	100

1.10.1.2 EVALUATION OF MASTER'S THESIS (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

1.10.1.3 EVALUATION OF VIVA VOCE OF MASTER'S THESIS (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

1.10.1.4 EVALUATION OF 4 CREDIT COURSE (50 MARKS – SESSIONAL/ FINAL/ COMPREHENSIVE VIVA)

Marks	Letter Grade	Grade Point
40 and above	A+	4.00
37.5 less than 40	A	3.75
35 less than 37.5	A-	3.50
32.5 less than 35	B+	3.25
30 less than 32.5	B	3.00
27.5 less than 30	B-	2.75
25 less than 27.5	C+	2.50
22.5 less than 25	C	2.25
20 less than 22.5	D	2.00
Less than 20	F	0.00

1.10.2 CONTINUOUS ASSESSMENT (SESSIONAL)

1.10.2.1 EVALUATION OF COURSES FOR MSS 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

1.10.2.2 EVALUATION FOR CLASS ATTENDANCE

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

1.11 GRADING AND EVALUATION RULES

1.11.1 GRADING STRUCTURE FOR MSS 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

1.12 COURSE OUTLINE

MSS 1ST SEMESTER

Courses 501 and 502 are compulsory. Students will choose any 2 courses from 503 to 509.

Course No.	Course Title	Credit
ANTH 501	Contemporary Anthropological Theories	4
ANTH 502	Advanced Research Methods in Anthropology	4
ANTH 503	Anthropology of Development	4
ANTH 504	Indigenous Knowledge	4
ANTH 505	Visual Anthropology	4
ANTH 506	History, Memory and Amnesia	4
ANTH 507	Global Ethnoscapes: Migration and Diaspora	4
ANTH 508	Population Anthropology	4
ANTH 509	Anthropology and Public Health	4

MSS 2ND SEMESTER

Courses 560 and 561 are compulsory. Students will choose any 2 courses from 551 to 559.

Course No.	Course Title	Credit
ANTH 551	Postcolonial Studies: Hybridity and Otherness	4
ANTH 552	Anthropology of Mind and Emotion	4
ANTH 553	Anthropology of the Body	4
ANTH 554	Disaster Anthropology	4
ANTH 555	Cosmic Anthropology	4
ANTH 556	Symbolic Anthropology	4
ANTH 557	Business, Society and Culture	4
ANTH 558	Anthropology of Public Policy	4
ANTH 559	Cultural Heritage Studies	4
ANTH 560	Master's Thesis	4
ANTH 561	Comprehensive and Viva-Voce	4

2. GENERAL OBJECTIVES OF THE PROGRAM

The MSS program offered by the Department of Anthropology at the University of Dhaka has the following objectives-

- Develop an advanced understanding of the substantive knowledge of anthropology both theoretically and methodologically.
- Generate academic excellence and professional development.
- Develop skills in conducting advanced research.
- Prepare students with skills to meet the challenges of the changing world with a professional aptitude.
- Provide opportunities to conduct hands-on research.

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- Serve the changing needs of the community to 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 in the mindset of students.

3. TERMINAL OUTCOMES

It is expected that at the end of the MSS Program the students will be able to:

- Promote a cross-cultural and critical approach to culture and societies.
- Critically evaluate the world system through an understanding of contemporary issues and debates locally, nationally, and globally.
- Apply academic knowledge on research and methodology in professional life.
- Dialogue about human diversity towards a better understanding of society and culture.
- Engage themselves with communities for sustainable development.
- Explain observed phenomena from a holistic approach.
- A more critical understanding of the research problems to organize their future activities.

4. DETAIL CURRICULUM
4.1 MSS 1ST SEMESTER

COURSE NUMBER AND TITLE: ANTH 501: CONTEMPORARY ANTHROPOLOGICAL THEORIES

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to make students familiar with some of the theories formulated in the field of anthropology over the last few decades. Emphasis has been given to understand the contributions from post-modern, feminist, neo-liberal, and post-colonial thinkers in anthropology.

COURSE OBJECTIVES

- Understand different versions of practice theory;
- Examine Gramscian idealism and neo-Straussian structuralism;
- Interpret post-modern psychoanalytic cultural and contemporary feminist theories;
- Focus on neo-liberal and theories of new science and technology;
- Critical understanding of post-colonial and subaltern perspectives and actor-network theory.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Practice Theory		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the basic argument of practice theory; • identify basic features of early, later, and a new version of practice theories; • analyze practice theories in the context of own society and culture. 	<ul style="list-style-type: none"> • Early practice theorists- Pierre Bourdieu, Anthony Giddens, and Marshall Sahlins • Later practice theorists- Charles Taylor, William H. Sewell Jr. • Sherry B. Ortner's version of practice theory and its update 	4 hrs
Unit-2: Gramscian Idealism and Neo- Straussian Structuralism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the basic argument of Gramsci and neo-Strauss; • identify basic features of idealism and neo-Straussian structuralism; • analyze the way idealism and neo-Straussian structuralism provide an understanding of human thinking. 	<ul style="list-style-type: none"> • Gramsci's theories on idealism • Neo-Straussian structuralism 	4 hrs
Unit-3: Post-modern Psychoanalytic Cultural Theorists		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • Explain the concepts of post-modern psychoanalysis of culture; • identify major issues raised by post-modern psychoanalytic cultural theorists; • analyze psychoanalytic cultural theories with human experiences. 	<ul style="list-style-type: none"> • Gilles Deleuze • Felix Guattari • Sherry Turkle • Jean-Francois Lyotard 	8 hrs

Class Test		
Unit-4: Feminists in the 1990s and 21st Century		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the historical contexts of feminism; identify major aspects of 1990s feminism and its development in the 21st century; analyze feminist thinking of society and culture. 	<ul style="list-style-type: none"> Lila Abu-Lughod Rayna Rapp Micaela Di Leonardo Judith Butler 	8 hrs
Unit-5: Neo-liberalism and David Harvey		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain modernity and post-modernity; identify the causes of transformations in the late 20th century theoretical understandings; analyze these late 20th centuries neo-liberal theories. 	<ul style="list-style-type: none"> From modernity to post-modernity Transformations in the late 20th-century capitalism, Fordism, and flexible accumulation Time-space compression, new imperialism, the enigma of capital 	8 hrs
Mid-term Examination		
Unit-6: Theories of New Science and Technology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the processes of new science and technology; identify the basic features of transition in the theories of new science and technology; analyze capitalism, informationalism, and new work and employment strategies based on the transitions in science and technology in society. 	<ul style="list-style-type: none"> Manuel Castells- restructuring of capitalism The transition from industrialism to informationalism and the rise of the business network Transformation of work and employment 	4 hrs
Unit-7: Postcolonial Thinkers		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the ideas developed by the postcolonial thinkers; identify major issues raised by the postcolonial thinkers; analyze the significances of postcolonial thinking. 	<ul style="list-style-type: none"> Edward Said Talal Asad Homi Bhaba Dipesh Chakrabarty James Clifford 	8 hrs
Unit-8: Subaltern Theorists		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the ideas developed by the subaltern thinkers; identify major issues raised by the subaltern thinkers; analyze the significances of subaltern thinkers. 	<ul style="list-style-type: none"> Ranjit Guha Gayotri Chakraborti Spivak Partha Chaterjee 	8 hrs
Unit-9: Actor-Network Theory		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain actor-network theory; identify the basic features of actor-network theory; analyze Latour's thinking on actor-network theory. 	<ul style="list-style-type: none"> Bruno Latour 	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**

Castree, Noel, and Derek Gregory, eds.

2006 David Harvey: A Critical Reader. Oxford: Blackwell-Publishing.

Castells, Manuel

2000 The Information Age: Economy, Society and Culture. Oxford: Blackwell

Castells, Manuel

2010 The Rise of Network Society (vols 1,2 &3).Malden, MA: Wiley-Blackwell

Guha, Ranajit

1988 An Indian Historiography of India. Calcutta: K. P. Bagchi & Company.

Latour, Bruno, and Steve Woolgar

1979 Laboratory Life: The social Construction of Scientific Facts. London: Sage.

Leonardo, Micaela Di, eds.

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

Ortner, Sherry B.

2006 Anthropology and Social Theory. Durham and London: Duke University Press.

Reyna, Stephen P.

2002 Connections: Brain, Mind and Culture in a Social Anthropology. London: Routledge.

Smith, Philip

2001 Cultural Theory: An Introduction. Oxford: Blackwell Publishers Ltd.

Spivak, Gayatri Chakravorty

1986 Can the subaltern speak? *In* Marxism and the Interpretations of Culture. Cary Nelson and Laurence Grossberg, eds. Pp. 271-313. Indiana: University of Indianan Press.

ADDITIONAL TEXT

Abu-Lughod, Lila

1993 Writing Women's Worlds: Bedouin Stories. Berkeley: University of California Press.

Butler, Judith

1990 Gender Trouble. New York: Routledge.

Butler, Judith

1993 Bodies that Matter. London: Routledge.

Chatterjee, Partha

1993 The Nation and its Fragments: Colonial and Postcolonial Histories. Princeton: Princeton University Press.

Chatterjee, Partha

1997 Our Modernity. Rotterdam/Dakar: Saphisand Codesria.
 Guha, Ranajit
 1998 Dominance without Hegemony. Harvard: Harvard University Press.
 Guha, Ranajit
 2002 History at the Limit of World-History. Columbia: Columbia University Press.
 Harvey, David
 2005 A Brief History of Neoliberalism. Oxford: Oxford University Press.
 Latour, Bruno
 1991 We Have Never Been Modern. Cambridge, MA: Harvard University Press.
 Rapp, Rayna
 1999 Testing Women, Testing the Fetus. NY: Routledge
 Strathern, Marilyn
 1988 The Gender of the Gift. Berkeley: University of California Press.
 Williams, Patrick, and Laura Chrisman, eds.
 1993 Colonial Discourse and Post-Colonial Theory: A Reader. Hemel Hempstead: Harvester Wheatsheaf.

COURSE NUMBER AND TITLE: ANTH 502: ADVANCED RESEARCH METHODS IN ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to make students familiar with the advanced research methods in anthropology. Emphasis has been given to highlight the epistemological issues, critical thinking, and scientific and post-scientific analysis in anthropology.

COURSE OBJECTIVES

- Understand epistemological foundations of research method;
- Examine critical thinking and antiscientific orientations of anthropological research;
- Interpret feminist methodology, textual analysis, and discourse analysis;
- Analyze scientific issues of scaling and multivariate analysis.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Epistemological Foundation of Research Methods		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain epistemology and philosophy of research methods; • identify basic features of epistemological foundations of research methods; • analyze the nature of theorizing in anthropology. 	<ul style="list-style-type: none"> • Philosophy and social sciences • Theory of knowledge • Nature of theorizing in anthropology 	8 hrs
Unit-2: Critical Thinking		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of critical thinking; • identify basic features of critical thinking and reactions against scientific rationality; 	<ul style="list-style-type: none"> • The reaction against scientific rationality • Science as a cultural system • Social constructionism 	8 hrs

<ul style="list-style-type: none"> analyze a critical understanding of science through feminist and post-modernist thinking. 	<ul style="list-style-type: none"> Critiques of science- feminist, post-modern, post-structuralist and post-colonial 	
Unit-3: Feminist Methodology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> Explain the concepts of feminist methodology; identify major features of feminist methodology; analyze feminist standpoint and reflexivity in the research process. 	<ul style="list-style-type: none"> Feminists' conception of methodology and its characteristics Feminist standpoint- competing paths to truth, politics of difference, putting reflexivity in the research process 	8 hrs
Class Test		
Unit-4: Patterns of Analysis		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the patterns of analysis in anthropological research; identify major aspects of different analysis methods; analyze the patterns of analysis with critiques. 	<ul style="list-style-type: none"> Componential analysis- processes and problems, analysis from ethnography Text analysis- interpretive, performance, conversation, and schema analysis, grounded theory, content analysis, and analytic induction Discourse analysis- definition, discourse, and society, discourse and power/knowledge, discourse and conversation, multimodal discourse analysis, critical discourse analysis, reflexivity and critiques 	8 hrs
Mid-term Examination		
Unit-5: Scales and Scaling		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain scales and scaling in anthropological research; identify major aspects of scaling; analyze scaling and its use in anthropological research. 	<ul style="list-style-type: none"> Simple and complex scales, indexes, Guttman scale, Likert scale Testing for unidimensionality with factor analysis 	8 hrs
Unit-6: Multivariate Analysis		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the processes of multivariate analysis; identify the basic features of multivariate analysis; analyze the complex table, regression, multidimensional scaling, and their uses in anthropological research. 	<ul style="list-style-type: none"> Building a complex table, multiple regression, and path analysis Factor analysis and multidimensional scaling 	8 hrs
Unit-7: Appreciative Inquiry		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the concepts of appreciative inquiry; identify basic features of appreciative inquiry; analyze the techniques of monitoring and evaluation. 	<ul style="list-style-type: none"> History, theory, and research Techniques of monitoring and evaluation 	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

Basham, Greg

2002 Critical Thinking: A Students Introduction. New York: McGraw- Hill Companies, Inc.

Bernard, Russell

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

Bryman, Alan

2004 Social Research Method. Oxford: Oxford University Press.

Crib, Ian

2001 Philosophy of Social Sciences: The Philosophical Foundations of Social Thought. New York: Palgrave.

Elliot, A.C., and, Wayne A. Woodward

2007 Statistical Analysis. London: Sage.

Fairclough, N.

2003 Analyzing Discourse. New York: Routledge.

Gee, James Paul

1999 An Introduction to Discourse Analysis. London: Routledge.

Habermas, Jurgen

1988 On the Logic of Social Sciences. Cambridge: MIT Press.

Harding, Sandra

1986 The Science Question in Feminism. Milton Keynes: Open University Press.

ADDITIONAL TEXT

Alcoff, Linda, and Potter Elizabeth

1993 Feminist Epistemologies. London: Routledge.

Bernard, Russell, ed.

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

Denzin, Norman K.

2000 Handbook of Qualitative Research. California: Sage Publications Inc.

Duranti, Alessandro, and Charles Goodwin, eds.

1992 Rethinking Context: Language as an Interactive Phenomenon. New York: Cambridge University Press.

Kuhn, Thomas

1970 Structure of Scientific Revolution. Chicago: University of Chicago Press.

Lakatos, Imre, and Alan Musgrave

1970 Criticism and the Growth of Knowledge. Cambridge: Cambridge University Press.

Ramazanoglu, Caroline, and Janet Harold

2002 *Feminist Methodology: Challenges and Choices*. London: Sage Publications.
 Seale, Clive, with David Silverman, Jaber F. Gubrium and Giampietro Gobo, eds.
 2007 *Qualitative Research Practice*. London: Sage Publications.

COURSE NUMBER AND TITLE: ANTH 503: ANTHROPOLOGY OF DEVELOPMENT
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to expose the students to the ethnographic knowledge of how anthropology analyzes issues such as rural poverty, environmental degradation, and the globalization of trade. Emphasis has been given to the critiques of development theory, projects, and methods used by anthropologists to study development projects. The course also intends to orient students to the knowledge related to environment and development.

COURSE OBJECTIVES

- Understand the development, third world, and development aid;
- Develop an analytical foundation on the approaches and theories of development, sustainable development, and nature-society relationship;
- Examine environmental crisis and failures of international development assistance;
- Interpret the nature of economic and social changes in post-colonial societies and underdeveloped areas in the West/North through ethnographic materials and case-studies;
- Critical analysis of the policies and programs of sustainable development;
- Extend an overview of the literature on political ecology, rural livelihoods research, and environmental management issues.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction to Anthropology of Development		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the history of anthropology and development; • identify basic features of development anthropology and anthropology of development; • analyze basic issues of development through anthropological understanding. 	<ul style="list-style-type: none"> • Development anthropology and anthropology of development • History of anthropology and development 	8 hrs
Unit-2: Theories of Development		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the theories of development; • identify major aspects of development theories; • analyze economic development as a discourse and representation. 	<ul style="list-style-type: none"> • Economic development as a discourse and representation 	8 hrs
Unit-3: Sustainable Development		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • History and critique of the concept 	

<ul style="list-style-type: none"> • Explain the concept of sustainable development and its history; • identify major features of sustainable development; • analyze political ecology, global environmental changes, and sustainable development through a critical anthropological lens. 	<ul style="list-style-type: none"> • political ecology approach to global environmental changes and development 	8 hrs
Class Test		
Unit-4: Culture Centered Approaches		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain culture-centered approaches to development; • identify major aspects of cultural perspectives for development; • analyze policies and planning for development through culture-centered approaches. 	<ul style="list-style-type: none"> • Development as freedom, movement, and aspiration • Implications of cultural perspectives for public policy and development planning 	8 hrs
Mid-term Examination		
Unit-5: Research Strategies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain research strategies for development studies; • identify major aspects of different types of research strategies; • analyze participatory approaches for development research. 	<ul style="list-style-type: none"> • Action research, participatory approaches, and development planning 	8 hrs
Unit-6: Entrepreneurship and Poverty Reduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain entrepreneurship; • identify major aspects of entrepreneurship for poverty reduction; • analyze the importance of finance and entrepreneurship for poverty reduction. 	<ul style="list-style-type: none"> • Entrepreneurship in the rural area • Poverty reduction through entrepreneurship and the importance of finance 	8 hrs
Unit-7: Issues of Development in Bangladesh and Case Studies of Successful Interventions		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the issues of development in Bangladesh; • identify institutions to provide successful interventions for development in Bangladesh; • analyze different case studies of successful interventions. 	<ul style="list-style-type: none"> • Development programs and interventions by GO, NGO, and grassroots organizations • Successful Interventions by PKSF, GRAMEEN BANK, BRAC, ASA, BARD, BRDB 	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 504: INDIGENOUS KNOWLEDGE
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is designed to expose the students to an understanding of indigenous knowledge. Emphasis has been given to analyze the impact of rapid modernization on indigenous

knowledge. The course also intends to orient students about the importance of studying the practical applications of the hidden transcript of knowledge.

COURSE OBJECTIVES

- Understand the definition and nomenclature of indigenous knowledge;
- Develop an analytical foundation through analyzing theoretical foundations and methodological issues;
- Examine the importance of studying indigenous knowledge from different sectoral perspectives.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Defining Indigenous Knowledge		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the definition, history, and nomenclature of indigenous knowledge; • identify basic features of indigenous knowledge; • analyze basic issues, scope, and importance of studying indigenous knowledge. 	<ul style="list-style-type: none"> • Definition • Nomenclature • Scope and importance 	8 hrs
Unit-2: Theoretical Foundation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the theories related to indigenous knowledge; • identify major aspects of the research paradigm in indigenous knowledge; • analyze the application of indigenous knowledge. 	<ul style="list-style-type: none"> • Theoretical foundation • Research paradigm and application 	8 hrs
Unit-3: Methodological Issues		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the methodological issues to study indigenous knowledge; • identify major methodological concerns to study indigenous knowledge; • analyze the documentation processes and the use of the methodology in studying indigenous knowledge. 	<ul style="list-style-type: none"> • Methodological issues • Information documentation 	8 hrs
Class Test		
Unit-4: Indigenous Knowledge and Environment		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the indigenous knowledge and environment nexus; • identify the use of indigenous knowledge in agriculture, land, forest, biodiversity conservation, and natural resources management; • analyze the application of indigenous knowledge in sustainable environmental management. 	<ul style="list-style-type: none"> • Agriculture, land, and forest • Biodiversity conservation • Water and watershed management • Natural resources management 	8 hrs

Mid-term Examination		
Unit-5: Indigenous Knowledge and Health		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the engagement of indigenous knowledge in health and biology; • identify major aspects of the sectors of health and food security through indigenous knowledge; • analyze the application of indigenous knowledge in sustainable health management. 	<ul style="list-style-type: none"> • Health and biology • Food security 	8 hrs
Unit-6: Indigenous Knowledge and Disaster Management		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the engagement of indigenous knowledge with disaster study; • identify major aspects of the perception and prediction of disaster; • analyze the importance of indigenous perception, prediction of disaster management, and indigenous survival strategies. 	<ul style="list-style-type: none"> • Indigenous perception and prediction of disaster management • Survival strategies and indigenous knowledge 	8 hrs
Unit-7: Selected Case Studies of the Application of Indigenous Knowledge		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the basic aspects of the case studies for indigenous knowledge; • identify major focus the case studies; • analyze different case studies of successful interventions through indigenous knowledge in the sectors of environment, health, and disaster management. 	<ul style="list-style-type: none"> • Selected case studies on indigenous knowledge from Bangladesh and around the world 	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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Khan, N. A., and S. Sen, eds.

2000 Of Popular Wisdom: Indigenous Knowledge and Practices in Bangladesh. Dhaka: BARCIK. Sillitoe, Paul, ed.

2000 Indigenous Knowledge Development in Bangladesh: Present and Future. London: Intermediate Technology Publications.

Sillitoe, Paul

1998 The Development of Indigenous Knowledge: A New Applied Anthropology. *Current Anthropology* 39(2):223-52.

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Swartley, Lynn

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COURSE NUMBER AND TITLE: ANTH 505: VISUAL ANTHROPOLOGY **CREDIT HOURS: 4 (FOUR)**

INTRODUCTION TO THE COURSE

The course is designed to explore the theories and paradigms in visual anthropology by highlighting the artistic/ aesthetic, social scientific, commercial, and political agendas that influence the production of various forms of visual document. Starting from the colonial exhibition of 'exotic natives', the course further intends to proceed through photography to classic and contemporary ethnographic film, art, and documentaries with a special focus on Flaherty, Mead, Gardner, Rouch, and MacDougall. The course also offers students practical training in photography and videography.

COURSE OBJECTIVES

- Understand photographs, art, painting, and film show and their usages;
- Know how Western culture uses images of non-Western peoples, and the debates about how non-Western peoples use images of themselves;
- Understand the status of visual in contemporary Western society and the social sciences;
- Analyze the bias and stereotypes, stylistic conventions, scientific, commercial, and political agendas influence the choice of recorded images;
- Know how a visual component can be a valuable part of most ethnographic field projects and what makes a photograph or a film ethnographic.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction to the Field of Visual Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the meaning of visual anthropology; • identify basic features of visual anthropology; • analyze the role and challenges of anthropological knowledge of images and vision. 	<ul style="list-style-type: none"> • What is visual anthropology and what it should be? • What is the role of vision and image in the ethnographic investigation? • In what respects images convey culture and what challenges does this pose for conventional anthropological knowledge? 	4 hrs
Unit-2: Development of Anthropology and Visual Anthropology: The Easy/Uneasy Relationships		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain different phases of the development of visual anthropology; • identify the major focus of these phases; • analyze the relationship between anthropology and visual anthropology from theoretical perspectives. 	<ul style="list-style-type: none"> • Phase 1: 1880-1920: Alfred Cort Haddon, Baldwin Spencer & Frank Gillen, Franz Boas, Bronislaw Kasper Malinowski, A.R. Radcliffe Brown, Ruth Benedict, Margaret Mead • Phase 2: 1920-1980: Evans Pritchard, Paul Stirlings, Julian Pitt Rivers, Margaret Mead & Gregory Bateson, John Marshal, Robert Gardner, Jean Rouch • Phase 3: 1980-to date: Ruby Jay, Tim Asch, Napoleon Chagnon, James Clifford, David McDougall, Karl Heider, Sarah Pink, Paul Hockings, Edgar Morin, Grinshow, David MacDougall, and many others • Other’s Contribution: Sol Worth, Dell Hymes, Saussure, Foucault, Levi-Strauss, Pierre Bourdieu, Stuart Hall, Noam Chomsky, Theodor Adorno, Ronald Bathes, Antonio Gramsci, Hebermas, Walter Benjamin, Max Horkheimer, Clifford Geertz, Susan Sontag, Maxwell McComb, Edward S. Herman, and others 	6 hrs
Unit-3: Visual in Ethnography		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the nature of visual ethnography; • identify major methodological concerns of visual ethnography; • analyze the pattern of visuality, visibility, and social theories. 	<ul style="list-style-type: none"> • Planning and Practicing Visual Methods in Social Science: Visuality, visibility and Social Theory/Visibility, Democracy and the Public: the new media 	4 hrs

Class Test		
Unit-4: Visual Manifestation/ Visual Texts/Visual Manipulation		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the nature of visual text and manifestation; identify major features of visual text and the media used for this; analyze the application of visual text with examples. 	<ul style="list-style-type: none"> Photograph, selfies, film, documentary, painting, sculpture, advertisement, cartoon, graphic arts, sketch, pictogram, digital/hypermedia (CD-ROM, DVD, website, youtube, webmail, Facebook and other social media, multimedia combining printed words, photographs, and motion pictures), museum object, art, artifact, gesture, dress, body adornment as a cultural phenomenon, dance, drama, mime and other performing arts, architecture, and other natural and constructed /built environments 	4 hrs
Unit-5: Visual Anthropology, Colonialism, and Situating Bangladesh		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain visual anthropology from colonial perspectives; identify major issues related to colonialism and visual anthropology; analyze the application of visual anthropology situating Bangladesh. 	<ul style="list-style-type: none"> Introducing Visual Anthropology and Colonialism and 'Exhibited Others' Study of Visual Anthropology: Situating Bangladesh in the Global Context 	4 hrs
Unit-6: Researching with a Camera/ Trouble with Photography		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the nature of research using visual methods; identify different tools and techniques of audiovisual anthropology; analyze the importance of visual and ethnographic documentary to understand research with a camera. 	<ul style="list-style-type: none"> Visual Translation of Cultural Reality: Ethnographic Documentary: Seeing is believing, Showing the seeing, Positivist logic of objective visibility and its dilemma Unit of Analysis: Process and the context: the relationships of producer-process-product and reader/viewer/consumer, ethnological documentary to audiovisual anthropology Tools and techniques of audiovisual anthropology: film, photography, video-research, electronic media, etc., and ethics of image-making 	6 hrs
Mid-term Examination		
Unit-7: Theories to Understand Image, Visual Politics, and Classical Approaches		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain theories to understand image; 	<ul style="list-style-type: none"> Of Marx or Dubois, contemporary concepts- Hall, Bhabha, Lacan, Barthes, Chomsky or Baudrillard 	8 hrs

<ul style="list-style-type: none"> • identify major issues of different theories on image and visual politics; • analyze classical approaches and contemporary concepts of image and visual politics. 		
Unit-8: Making and Unmaking of Reality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain visual culture and society; • identify different aspects of visual culture, media, and society; • analyze the reality of nationalism and diaspora in terms of visual culture, media, and society. 	<ul style="list-style-type: none"> • Visual Culture, Media and Society: Ethnicity, Identity, Gender, Sexuality, Nationalism, and Diaspora in a Globalized Context 	4 hrs
Unit-9: From Visual Colonialism to a Visual Trans-culture/ Cyberspace and Trans-nationality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain visual colonialism and visual trans-culture; • identify major aspects of representation of gender; • analyze cyberspace and transnationality focusing on technology and the truth. 	<ul style="list-style-type: none"> • Representation of Gender, Ethnicity, Color, and Class/ the Gaze, Technology and the truth 	4 hrs
Unit-10: Photographic Images and Photography in Ethnography		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the photographic image and photography as a research method; • identify the major focus of photography in ethnography; • analyze different paradigms and debates regarding photographic images and ethnography. 	<ul style="list-style-type: none"> • Photography in early 20th-century Anthropology, Photography as Research Method, Photography in Diverse Cultural Contexts, Ethnographic Photography: Conventions and Methodologies • Paradigms and Debates • Indigenous Uses of Photography 	4 hrs
Unit-11: History of Ethnographic Film and The Viewer Viewed		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the history of ethnographic film; • identify the major focus of commodity fetishism and cultural imperialism for the ethnographic film; • analyze different case studies of ethnographic film. 	<ul style="list-style-type: none"> • What is the Ethnographic Film? Case Studies in Ethnographic Film: New trends in the ethnographic film; Reflexivity, anthropology and the film, the indigenous use of film • 'Commodity Fetishism', 'Cultural Imperialism', 'Culture Industry', 'Manufacturing Consent' 'Propaganda Model' and 'Reception Theory' 	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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- Worth, Sol, and John Adair
1972 *Through Navajo Eyes: An Exploration in Film Communication and Anthropology*. Bloomington: Indiana University Press.

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Bishop, John, and Harald Prins

2003 Oh! What a Blow that Phantom Gave Me. 52 mins.

Curtis, Edward S.

1972 [1914] In the Land of the War Canoes: Kwakiutl Indian Life on the Northwest Coast. 47 mins.

Flaherty, Robert J.

1922 Nanook of the North. 69 mins.

Gardner, Robert

1978 Forest of Bliss.

Himpele, Jeffrey, and Quetzil Castañeda

1997 Incidents of Travel in Chichén Itzá. 90 mins.

MacDougall, David and Judith MacDougall

1991 Photo Wallahs. 60 mins.

Marshall, John

1957 The Hunters. 72 mins.

Masenko, Yola

1998 The Life and Times of Sara Baartman: The Hottentot Venus. 53 mins.

Massot, Claude

2004 Nanook Revisited. 55 mins.

Rouch, Jean

1954 Les Maîtres Fous (The Mad Masters). 29 mins.

Rouch, Jean, and Edgar Morin

1961 Chronique d'un été (Chronicle of a Summer). 85 mins.

COURSE NUMBER AND TITLE: ANTH 506: HISTORY, MEMORY AND AMNESIA

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The course is based on the perspectives of history from below, subaltern and feminist. It tries to add these perspectives to the changing landscape, objectives, and canvas of history. However, starting from a new inquiry, the discipline of history itself could be useful for social science. It will open the window for history and anthropology to exchange their experiences and applications.

COURSE OBJECTIVES

- Understand the politics beyond memory and amnesia;
- Analyze the construction of history;
- Understand the pattern of how one becomes able to memorize something and simultaneously forget the event successfully.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Conceptualizing History, Memory and Amnesia		
At the end of this unit, students will be able to-	<ul style="list-style-type: none">• Contemporary debates regarding these concepts	

<ul style="list-style-type: none"> explain the background of history, memory, and amnesia; identify major debates on history, memory, and amnesia; analyze the concepts and debates regarding the politics beyond memory and amnesia. 		12 hrs
Class Test		
Unit-2: Where is History? Are there Histories of People without Europe? From History to Genealogies		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain myth and genealogies regarding the history of people; identify major aspects of the histories of people without Europe; analyze the contributions of social historians in anthropology. 	<ul style="list-style-type: none"> Beyond a monolithic myth, genealogies as a non-progressive, multi-sited, pluralistic approach Social historians and their engagement in anthropology 	16 hrs
Mid-term Examination		
Unit-3: Politics of Dislocation		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain various perspectives in historiography; identify major issues related to subaltern studies; analyze the debates on subaltern studies. 	<ul style="list-style-type: none"> Various perspectives in historiography: locating subaltern in the historiography of South Asia Subalternists interpreting and re-reading the elitist texts; can the subaltern speak? Contemporary debates on the decline of the subaltern in subaltern studies 	14 hrs
Unit-4: Politics of Memory and Amnesia- Feminist Encounter		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain feminist encounter regarding the politics of memory and amnesia; identify major features of feminist methodology in exploring women's experience; analyze the feminist understanding of memory and amnesia with examples from the history of the liberation war in Bangladesh. 	<ul style="list-style-type: none"> Politics of memory and amnesia Identifying autobiography and personal memory as research tools Feminist methodology in exploring women's experience differently: e.g., history of the liberation war in Bangladesh 	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 507: GLOBAL ETHNOSCAPES: MIGRATION AND DIASPORA

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The main purpose of the course is to equip students with thorough knowledge of the major theoretical and empirical issues in migration and diaspora studies. The course will provide a thorough grounding in critical theoretical approaches to migration, space, and identity, race and hybridity, the gendered construction of nationhood, and cultural identity concerning globalization and transnationalism. Theoretically, the course will focus on various perspectives of transnationalism and transnational activism and how these are related to processes of migration, diaspora politics, and forced migration and displacement. The course will analyze how these interact and affect collective and individual action at a global, national, and local level and what impacts these have on multicultural societies.

COURSE OBJECTIVES

- Understand transnationalism and its disjuncture and difference in the global cultural flows and migration;
- Analyze exclusion, governance, diaspora, transnational networks, and changing identities;
- Explain place and the politics of home and global trafficking;
- Understand forced migration, refugees and exile communities;
- Analyze the significance of migration and diaspora debates in specific contexts with case studies.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: International Migration and Trans-nationalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the nature of international migration;• identify basic features of different paradigms of migration;• analyze critical theories on migration and trans-nationalism.	<ul style="list-style-type: none">• Definition, theories, and paradigms (pessimistic, optimistic, neo-classical-development, functionalist, structuralist, neo-Marxist, Cumulative causation, historical structuralist, deterministic, pluralist• The new economy of labor migration and debates	8 hrs

Unit-2: Migration History		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the history of migration; identify major material aspects of migrant labor; analyze the politics of disposition through an understanding of the ideologies of home and nation. 	<ul style="list-style-type: none"> Slavery and indentured labor Material aspects of migrant labor and livelihood The politics of disposition (Said), ideologies of home and nation 	6 hrs
Unit-3: Migration-development/ Underdevelopment-migration, Trans-nationalism and Multiculturalism		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the contexts of migration development and underdevelopment; identify major areas of understandings regarding space, identity, and politics of difference; analyze the pattern of transnationalism and multiculturalism. 	<ul style="list-style-type: none"> The easy/ uneasy relationships Space, identity, and politics of difference: beyond culture and border, politics of multiculturalism and cosmopolitanism, minority, religious persecution, racism, and ethnic cleansing 	6 hrs
Class Test		
Unit-4: Forced Migration, Displacement, and Refugee		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the nature of forced migration; identify major features of forced migration and displacement; analyze different approaches to refugees with examples. 	<ul style="list-style-type: none"> Human trafficking, sex tourism, and terrorism Assessing and theorizing refugee, the anthropological views and approaches, UNHCR conventions Tragic world of the refugees: case studies from Syria, Pakistan and Bangladesh 	8 hrs
Mid-term Examination		
Unit-5: Diaspora and its Multidisciplinary Issues		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the nature of diaspora; identify major features of diaspora globally; analyze different theoretical perspectives regarding migration, diaspora, and human trafficking. 	<ul style="list-style-type: none"> Anthropology, geography, psychology, history, and cultural studies (Edward Said, Homi Bhaba, Stuart Hall, James Clifford, Paul Giloy, ArjunAppadurai, Theodore Adorno, Jacques Derrida, V. S. Naipal, Derek Walcott and Salman Rushdie) Migration/Diaspora; Sexuality and Gender (Child and Women), Human Trafficking (the case of Rohingya) 	8 hrs
Unit-6: Diaspora, 'Place of Belongingness', and 'Feelings of Exclusion'		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the assimilation and acculturation processes of diaspora; identify major issues related to diaspora and borderland; analyze the dynamics of development considering diaspora and remittance. 	<ul style="list-style-type: none"> Assimilation and acculturation, border and borderland, language, hybridity, double consciousness, memory, and nostalgia Diaspora, remittance and dynamics of development 	6 hrs

Unit-7: Diaspora in Development		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the development issues related to diaspora; • identify major aspects of development focusing on migration and diaspora; • analyze the role of transforming human capital in nation-building through migration and diaspora. 	<ul style="list-style-type: none"> • Diaspora engagement in development in the country of residence and the country of origin • Direct investment, philanthropic contribution, from 'return of talents' to brain circulation to 'virtual return' • Transforming human capital and playing role in nation-building 	8 hrs
Unit-8: Displaced, Exile Communities and Climate Refugees		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain climate refugees; • identify major features of climate refugees; • analyze different perspectives related to politics, war, and climate change to understand migration, diaspora, and refugees. 	<ul style="list-style-type: none"> • Issues of politics, war, and climate change 	6 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 508: POPULATION ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

The purpose of this course is to orient students to the uses of anthropological theories and methods in understanding population dynamics. Conventionally, demography, or population studies include fertility, mortality, and migration through the application of statistical tools. Currently, cultural anthropologists have come forward to examine the relationships between population dynamics and culture using qualitative approaches which will be covered in this course.

COURSE OBJECTIVES

- Examine the relationships between population dynamics and other aspects of culture;
- Understand sexual beliefs and behavior through the anthropological study of the population;
- Analyze marriage, fertility, morbidity and mortality, household structure, child care, and demographic behavior of the people.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction to Population Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the concepts of population anthropology;• identify basic features of the methods of population anthropology;• analyze the theories on population studies.	<ul style="list-style-type: none">• Concepts• Theories• Methods	12 hrs
Unit-2: World Population Growth		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the issues related to world population growth;• identify major aspects of population growth;• analyze the trends of global population growth.	<ul style="list-style-type: none">• Issues and Variations• World population demography• Trends of world population growth	6 hrs
Unit-3: Cross-Cultural Biological Reproduction		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the contexts of biological reproduction;• identify major features of biological reproduction;• analyze biological reproduction with cross-cultural examples.	<ul style="list-style-type: none">• Major concepts of biological reproduction• Cross-cultural studies of biological reproduction	4 hrs
Class Test		
Unit-4: Culture and Fertility		
At the end of this unit, students will be able to- <ul style="list-style-type: none">• explain the concepts of fertility;• identify major aspects of culture and fertility;• analyze the relationship between culture and fertility to study the world population.	<ul style="list-style-type: none">• Concepts of fertility• Theories of fertility• Relationship between culture and fertility	6 hrs

Mid-term Examination		
Unit-5: Culture and Mortality		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of mortality; • identify major aspects of culture and mortality; • analyze the relationship between culture and mortality to study the world population. 	<ul style="list-style-type: none"> • Concepts of mortality • Theories of mortality • Relationship between culture and mortality 	8 hrs
Unit-6: Migration		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts related to migration; • identify major issues related to migration and population study; • analyze the contexts of different types of migration to understand world population growth and control. 	<ul style="list-style-type: none"> • Concepts of migration • Population migration for world population growth and balance • Internal, external, and international migration 	6 hrs
Unit-7: Cultural Responses to Family Planning and Methods		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of family planning; • identify major features of different types of family planning methods; • analyze contemporary debates and cross-cultural responses to family planning practices. 	<ul style="list-style-type: none"> • Concepts of family planning • Methods of family planning • Cultural responses to family planning processes • Family planning, population control, and contemporary debates 	8 hrs
Unit-8: Population Dynamics among the Ethnic Communities		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain population dynamics; • identify major features of population pattern among the ethnic communities; • analyze different perspectives related to population, ethnic communities, and internal and external dynamics. 	<ul style="list-style-type: none"> • Population growth and ethnic communities • Population dynamics and ethnic communities 	6 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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BBS

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BBS

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COURSE NUMBER AND TITLE: ANTH 509: ANTHROPOLOGY AND PUBLIC HEALTH
CREDIT HOURS: 4 (FOUR)

INTRODUCTION TO THE COURSE

This course focuses on many issues related to public health. It discusses the key debates concerning emerging and re-emerging infectious diseases such as HIV/AIDS, Tuberculosis, Malaria, etc. It also highlights non-communicable diseases and discusses how anthropologists are engaged themselves to deal with such issues in policy-making as well as in interventional level. Alongside this, it provides a detail of the political, economic, and cultural complexity of most health problems of the “Third World Countries”. Finally, it points out the success and limitation of various health programs implemented in Bangladesh and other societies.

COURSE OBJECTIVES

- Understand anthropological dealing with epidemics/pandemics in different cultural settings;
- Analyze health and illness concerning development initiatives, globalization process, demographic transition, and distribution of resources;
- Explain how anthropologists employ anthropological knowledge and methods to deal with the issues of public health.

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 of anthropology and public health; • identify basic features of public health; • analyze the pattern of global health hazards. 	<ul style="list-style-type: none"> • Nature and magnitude of global health hazards • The situation of Bangladesh-priorities to address, strategies to implement, and measurement of progress 	6 hrs
Unit-2: Interdisciplinary Research in Health Problems		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different health problems; • identify major research traditions addressing health problems; • analyze bio-environmental, clinical, and social and cultural data regarding health problem research. 	<ul style="list-style-type: none"> • Bio-environmental data • Clinical data • Epidemiological data • Social and cultural data 	6 hrs
Unit-3: Infectious Disease		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the pattern of infectious disease; • identify major features of different infectious diseases; • analyze the political-ecological factors responsible for infectious diseases. 	<ul style="list-style-type: none"> • Political-ecology of infectious disease • HIV/AIDS - nature and magnitude of the global pandemic, prevention programs, engagement of traditional healers • Tuberculosis - nature, and magnitude of the White Plague, 	8 hrs

	<p>the 'new' Tuberculosis, Multi-drug resistant Tuberculosis</p> <ul style="list-style-type: none"> • Malaria-resistance, resurgence and the way forward • Role of anthropologists in community-based mosquito intervention programs • Cholera-return of a primordial disease, prevention strategies 	
Class Test		
Unit-4: Non-communicable Disease and Global Health		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the pattern of non-communicable diseases to understand global health; • identify major reasons behind non-communicable diseases; • analyze indigenous dietary patterns and lifestyles to understand global health. 	<ul style="list-style-type: none"> • Non-communicable diseases (cancers, circulatory disorders of heart and brain, diabetes) as one of the major reasons for mortality and their relations to unplanned urbanization, dietary changes, less physical activity, and other socio-economic factors • Discussions on indigenous dietary pattern and lifestyle of some communities that help reduce the risk of such diseases 	8 hrs
Mid-term Examination		
Unit-5: The Ecology and Economy of Nutrition		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the concepts of nutrition; • identify major aspects of ecological and economic factors of nutrition; • analyze the relationship between nutritional status and subsistence patterns of different communities to understand famine and hunger of the present world. 	<ul style="list-style-type: none"> • The relation between nutritional status and subsistence pattern (hunting, gathering, and farming) • Famine and hunger in the present world • Nutrition throughout the life cycle (cases from different cultures) and the social cost of malnutrition 	8 hrs
Unit-6: Modernization, Culture and Health Policy		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain modern global health policy; • identify basic features of global health policy focusing on family planning; • analyze the contexts, challenges, and criticisms of different health policies with examples. 	<ul style="list-style-type: none"> • Family planning programs- success, challenges, and criticisms • Children's health- breastfeeding versus bottle-feeding • Female circumcision- women's choice or structural violence? 	8 hrs
Unit-7: Global Technologies, Medicines and Health		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the concepts of global technologies for health; • identify major features of different reproductive technologies; <ul style="list-style-type: none"> • analyze contemporary debates on modern technologies with clinical trials and ethics. 	<ul style="list-style-type: none"> • Assisted reproductive technologies and medical tourism • Global pharmaceutical industries and the issue of affordable treatment, clinical trials, and ethics 	6 hrs

Unit-8: Community Health		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the context of community health; • identify major features of community health care practices; • analyze different perspectives and debates related to community health. 	<ul style="list-style-type: none"> • Debates on primary healthcare, community participation and community health worker, traditional healer integration, anthropological challenges, and critiques • Rural and urban healthcare organizations- role and functions for managing public health 	6 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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2003 Local Babies Global Science. New York: Routledge.

Kahn, Susan Martha

2000 Reproducing Jews. Durham, N.C.: Duke University Press.

Nichter, Mark

1989 Anthropology and International Health: South Asian Case Studies. Arizona: Springer-Science Business Media.

4.2 MSS 2ND SEMESTER

COURSE NUMBER AND TITLE: ANTH 551: POSTCOLONIAL STUDIES: HYBRIDITY AND OTHERNESS

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The course aims at exploring, otherness, and hybridity, both concerned with identity, the two theoretical concepts that have been central to postcolonial theory in anthropology. 'Otherness' is a western philosophical concept that postcolonial theory has primarily sought to critique and repudiate, while hybridity is generally considered an 'invention' of postcolonial thought, a radical substitute for hegemonic ideas of cultural identity like racial purity and nationality.

COURSE OBJECTIVES

- Introducing basic interconnections of the concepts of hybridity and otherness;
- Examining theoretical and literary materials on postcolonial studies;
- Analyze conceptual frameworks, meanings, and uses of the terms in postcolonial studies.

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 contexts of self and other in western philosophy;• identify major aspects of 'other', alter ego, and enigma to and of the self;• analyze the meaning of 'other' mean to these endeavors.	<ul style="list-style-type: none">• Self and other in Western philosophy – Hegel• Existentialism and ethics - Sartre, de Beauvoir, Levinas, Derrida• Post-psychoanalysis – Lacan• Genealogy – Foucault• Connections to postcolonial theory	8 hrs

Unit-2: Questions of Representation		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Said, Hartog, Todorov 	6 hrs
<ul style="list-style-type: none"> explain the conceptual relationship between otherness and representation; identify who is the 'other', historically and symbolically; analyze how do self and other translate inevitably into 'us' and 'them'? 		
Class Test		
Unit-3: Anthropology and the Other		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Anthropology and the other: Fabian, Taussig, Ghosh, Ramanujam Woman, Native, Other: Bhabha, Alloula, Trinh Race and Otherness: Fanon, Achebe, Jan Mohammed 	8 hrs
<ul style="list-style-type: none"> explain the context of other in anthropology; identify how the figure of the other, hitherto silent and effaced, has made claims to speak; analyze the realm of politics in radical ways. 		
Unit-4: Multiculturalism and Minority		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Taylor, Mohanty 	6 hrs
<ul style="list-style-type: none"> explain the concepts related to multiculturalism; identify basic features of multiculturalism and minority; analyze different perspectives on how minority emerges within multiculturalism. 		
Mid-term Examination		
Unit-5: Interrogating Alterity		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Spivak, Suleri 	6 hrs
<ul style="list-style-type: none"> explain alterity from an anthropological perspective; identify major aspects of alterity; analyze how the other know/speak itself? 		
Unit-6: Human and Non-human		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Sinha, Hartman, Williams 	6 hrs
<ul style="list-style-type: none"> explain the human and non-human interactions; identify major aspects of otherness through human and non-human interactions; analyze different theoretical perspectives regarding human and non-human interactions towards otherness. 		
Unit-7: Introduction to Hybridity		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Hybridity in theory 	4 hrs
<ul style="list-style-type: none"> explain the concepts related to hybridity; identify basic features of hybridity; analyze the emergence of the concept hybridity in postcolonial studies. 		
Unit-8: Hybridity and its Conceptual Relevance		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> Hybridity in Biology: race- Young 	

<ul style="list-style-type: none"> • explain the relevance of hybridity in postcolonial studies; • identify different aspects of studying hybridity; • analyze the relation of hybridity to the earlier use of the concept in literature, linguistics, translation theory, psychology, and later developments in sociology, anthropology, and postcolonial theory. 	<ul style="list-style-type: none"> • Hybridity in Language: Bakhtin • Hybridity in Translation: Benjamin • Hybridity in Culture: Hall, Bhabha, Rushdie • Hybridity in Anthropology: Hannerz, Canclini • Hybridity in Latin America/ Caribbean: Freyre, Brathwaite, Glissant 	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.

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1978 An Image of Africa: Racism in Conrad's Heart of Darkness. Massachusetts Review rpt in The Norton Anthology of Theory and Criticism.

Alloula, Malek

1986 The Colonial Harem. Myrna Godzich and Wlad Godzich, trans. Minneapolis: University of Minnesota Press.

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- Ghosh, Amitav
1986 *The Imam and the Indian*. *Granta* 20:135-146.
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1977 *Phenomenology of Spirit*. A.V. Miller, trans. Berkeley: Oxford University Press.
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1985 *The Economy of the Manichean Allegory: The Function of Racial Difference in Colonialist Literature*. *Critical Inquiry* 12:59-87.
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1977 *The Mirror Stage as Formative of the Function of the I as Revealed in Psychoanalytic Experience*. In *Écrits: A Selection*. Alan Sheridan, trans. New York: W.W. Norton & Co.
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- Mohanty, Satya P.
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1988 *New Ethnicities*. *In Black Film British Cinema*. London: ICA Documents 7:27-31.
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1990 *Cultural Identity and Diaspora*. *In Identity: Community, Culture, Difference*. Jonathan Rutherford, ed. Pp.222-37. London: Lawrence and Wishart.
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1990 *Omeros*. *In Debating Cultural Hybridity: Multicultural Identities and the Politics of Anti-racism*. Pnina Faber Werbner, and Tariq Modood, eds. London: Zed Books.
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1995 *Colonial Desire: Hybridity in Culture, Theory and Race*. London: Routledge.
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2003 *Rai and Islamic Social Space*. *In Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press.

COURSE NUMBER AND TITLE: ANTH 552: ANTHROPOLOGY OF MIND AND EMOTIONS
CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The course aims at unfolding some theoretical and methodological assumptions to examine the implicit ideology of the emotions which have conventionally been associated with femininity and in opposition to the reason (or rationality), while reason accorded the higher value. This course draws on the assumption that studying the theorization and expression of the emotions is itself a study in the politics and values of a culture. Emotions vary from culture to culture and at the same time also have histories within cultures. Therefore, the course intends to explore emotions as a source of knowledge.

COURSE OBJECTIVES

- Introducing basic understanding to the concept of emotions from multi/interdisciplinary perspectives
- Familiarising students with the methodology of a phenomenology of the emotions
- Discuss and explain specific emotions (or affects and sensations): structures of effect in modernity and postmodernity, with a focus on nostalgia and panic.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Theoretical and Cross-Disciplinary Readings		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain anthropological understandings of mind and emotion; identify major anthropological and philosophical perspectives on emotions; analyze methodology for a phenomenology of emotions. 	<ul style="list-style-type: none"> Anthropologists Catherine Lutz and Emily Martin Philosophers Alison Jaggar and Elizabeth Spellman Historian Peter Stearns Sociologist Arlie Hochschild Social and cultural theorists Raymond Williams and Fredric Jameson 	12 hrs
Unit-2: Structures of Feeling		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concepts of feeling; identify major aspects of feeling from anthropological perspectives; analyze psychoanalytic theory and emotions. 	<ul style="list-style-type: none"> Freud Melanie Klein Christopher Bollas 	10 hrs
Class Test		
Unit-3: Trauma, Testimony, and Education		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain concepts of trauma and testimony; identify basic features of trauma and testimony in education; analyze different theoretical perspectives related to trauma and testimony. 	<ul style="list-style-type: none"> Shoshana Felman Megan Boler Michalinos Zembylas 	10 hrs
Mid-term Examination		
Unit-4: Specific Emotions and Cultural Objects		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concept of shame with a focus on raciality; identify basic features of shame and humiliation; analyze the specific emotions and cultural objects with an understanding of shame, humiliation, and embarrassment. 	<ul style="list-style-type: none"> Shame, humiliation, and embarrassment 	8 hrs
Unit-5: Theorizing Shame and Suffering		
At the end of this unit students will be able to- <ul style="list-style-type: none"> explain the concepts of shame and suffering; identify major aspects of suffering; analyze the interdisciplinary understanding of shame and suffering. 	<ul style="list-style-type: none"> Grief as a diasporic emotion 	8 hrs
Unit-6: Sentimentality and Compassion		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the concepts of sentimentality and compassion in literary studies; identify significant aspects of sentimentality and compassion; 	<ul style="list-style-type: none"> Nostalgia Trauma and grief Panic 	8 hrs

<ul style="list-style-type: none"> analyze structures of effect in modernity and postmodernity. 		
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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2009 Embodied Shame- Uncovering Female Shame in Contemporary Women’s Writings. New York: State University of New York Press.

Goodstein, Elizabeth S.

2005 Experience without Qualities: Boredom and Modernity. Stanford, CA: Stanford University Press.

Jameson, Fredric

1991 Postmodernism or, the Cultural Logic of Late Capitalism? Durham: Duke University Press.

Lear, Jonathan

2006 Radical Hope: Ethics in the Face of Cultural Devastation. Cambridge: Harvard University Press.

Lutz, Catherine A.

1988 Unnatural Emotions: Everyday Sentiments on a Micronesian Atoll and Their Challenge to Western Theory. Chicago: University of Chicago Press.

Martin, Emily

2000 The Rationality of Mania. *In* Doing Science and Culture. Roddy Reid and Sharon Traweek, eds. New York: Routledge.

Pfau, Thomas

2005 Romantic Moods: Paranoia, Trauma, and Melancholy, 1790-1840. Baltimore: Johns Hopkins University Press.

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2004 Family, Kinship, and Sympathy in Nineteenth-Century American Literature. Cambridge: Cambridge University Press.

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Bollas, Christopher

1987 Moods and the Conservative Process. *In* *The Shadow of the Object: Psychoanalysis of the Unthought Known*. Pp. 99-116. New York: Columbia University Press.

Boler, Megan

1999 A Pedagogy of Discomfort: Witnessing and the Politics of Anger and Fear. *In* *Feeling Power: Emotions and Education*. Pp. 175-203. New York: Routledge.

Boym, Svetlana

2001 From Cured Soldiers to Incurable Romantics: Nostalgia and Progress. *In* *The Future of Nostalgia*. Pp. 3-18. New York: Basic Books.

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Spelman, Elizabeth V.
1997 *The Heady Political Life of Compassion*. In *Fruits of Sorrow: Framing Our Attention to Suffering*. Pp. 59-89. Boston: Beacon Press.

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1999 *Statistical Panic*. *Differences* 11.2:177-203.

Zembylas, Michalinos
2006 *Witnessing in the Classroom: The Ethics and Politics of Affect*. *Educational Theory* 56.3:305-24.

COURSE NUMBER AND TITLE: ANTH 553: ANTHROPOLOGY OF THE BODY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The purpose of this course is to introduce the major debates and theoretical approaches to the study of the body from an anthropological perspective. This course considers the body as a site of diversified meanings and looks at how socio-cultural, historical, and political processes shape the idea of the body in different cultural settings. It examines the mechanisms that regulate and control the body and the processes by which bodies resist.

COURSE OBJECTIVES

- Introducing major debates and theoretical approaches to the study of body;
- Critically examining how socio-cultural, historical and political processes shape the idea of the body;
- Evaluate mechanisms that regulate and control the body and vice versa.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Introduction to Anthropology of the Body		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the development of body-mind duality into philosophical thought; identify major aspects of the concept of embodied self; analyze and critically discuss why bodies became a significant site of study. 	<ul style="list-style-type: none"> Why do anthropologists focus the body as a site of study? Cartesian legacy- mind / body dualism in Western thought The idea of embodied self 	<p>8 hrs</p>
<p>Unit-2: Social Bodies</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain social bodies from anthropological perspectives; identify the basic notion of social body; analyze how bodies become a marker, identity, and representation of social categories. 	<ul style="list-style-type: none"> The issue of identity and representation Bodies and social categories represent each other 	<p>8 hrs</p>
<p>Class Test</p>		
<p>Unit-3: Bodies and Metaphors</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the body as a metaphor; identify major symbolic meanings of the body; analyze and critically discuss how meanings associated with body, purity, and pollution can create disparity. 	<ul style="list-style-type: none"> Symbolic meanings of the body, perceptions of the male body and female body that reflect broader gender disparity Cultural interpretations of the female body in the light of purity and pollution The body's intimate relation to its social and physical context, the issue of 'third sex' 	<p>8 hrs</p>
<p>Unit-4: Practicing and Experiencing Body</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the body through practicing and experiencing; identify basic features of the body from the perspectives of practice and experience; analyze, relate, and use the concepts of habitus, embodiment, and phenomenology with the body. 	<ul style="list-style-type: none"> Establishing body identity through practice The idea of habitus, embodiment, and phenomenology 	<p>8 hrs</p>
<p>Mid-term Examination</p>		
<p>Unit-5: Colonized, Disciplined and Resistant Bodies</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain concepts related to colonized, disciplined, and resistant bodies; identify basic features of different bodies; analyze biopower and evaluate its aims and process of creating disciplined bodies and embodied resistance. 	<ul style="list-style-type: none"> The idea of biopower and disciplined body, surveillance and politics of the state in constructing a fit body Embodied resistance 	<p>12 hrs</p>
<p>Unit-6: Commodified, Hybrid and Cyborg Bodies</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the concepts of commodified and hybrid bodies; identify major features of cyborg bodies; 	<ul style="list-style-type: none"> The debates on surgery and beautification Media and the representation of the body 	<p>12 hrs</p>

<ul style="list-style-type: none"> analyze and critically discuss the issues of the commodification of bodies/ body parts. 	<ul style="list-style-type: none"> Technology, birth and redefining kinship Bio-politics and alienation of body parts 	
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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1987 *The mindful body*. *Medical Anthropology Quarterly* 1(1):6-41.

Lock, Margaret, and Judith Farquhar, eds.

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Asad, Talal

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1982 *Womb as oasis: the symbolic context of pharaonic circumcision in rural Northern Sudan*. *American Ethnologist* 9(4):682-698.

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1966 Purity and Danger. London: Routledge.
 Foucault, Michel
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 Mauss, Marcel
 1973 Techniques of the body. Economy and Society 2(1):70-88.

COURSE NUMBER AND TITLE: ANTH 554: DISASTER ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The main purpose of the course is to offer students an overview of a variety of natural and man-made disasters. It will also examine how society is prepared for, response to, and recovers from specific events of the disaster from an anthropological perspective. The course will allow students access to scientific storytelling, social research, and theories on disasters. Students will gather an increased appreciation of the complexities associated with planning for and responding to natural and man-made disasters. Students will also learn how disasters emerge from the confluence of hazard, risk, and the social construction of vulnerability.

COURSE OBJECTIVES

- Familiarize current and historical focus of disaster and disaster research;
- Discuss myths, lores, and legends related to disasters;
- Explain and evaluate basic concepts in disaster anthropology, cultural dimensions of disasters, and indigenous disaster management in Bangladesh and abroad.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Anthropological Contribution to Disaster Research		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the concepts of disaster in anthropology; • identify basic features of disaster; • analyze the trends of disaster research by anthropologists historically. 	<ul style="list-style-type: none"> • Understanding how cultural anthropologists research risk and disasters • Findings produced by research on risk and disaster 	8 hrs
Unit-2: Disaster in Myths and Legends		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the myths and legends of disaster; • identify major aspects of myths and legends of disasters; • analyze and evaluate how disaster events are perceived by humans. 	<ul style="list-style-type: none"> • Myths, realities, and cultural representations of disasters • What can we learn about culture and society from the study of past disasters? 	8 hrs
Unit-3: Key Concepts in Disaster Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain key concepts in disaster anthropology; • identify basic features of the key concepts in disaster anthropology; 	<ul style="list-style-type: none"> • Risk • Man-made and natural disaster • Vulnerability • Preparedness 	8 hrs

<ul style="list-style-type: none"> analyze and use the concepts of disaster anthropology. 	<ul style="list-style-type: none"> Indigenous coping mechanism Security Resilience 	
Class Test		
Unit-4: Disasters, Environment, and Culture		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the connection between environment and culture; identify the major roles of humans in creating disasters; analyze and comprehend the role of an anthropologist in disaster research and disaster management. 	<ul style="list-style-type: none"> Role of humans in creating disasters or the conditions for disasters? How information on past disasters can be used to better prepare for and respond to emergent disasters? Environment-culture nexus 	8 hrs
Mid-term Examination		
Unit-5: Varieties of Cultural Response to Disaster		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain how communities confront disasters; identify major aspects of cultural response to disasters; analyze the role of the anthropologist in community reconstruction and restoring livelihoods. 	<ul style="list-style-type: none"> How communities perceive, prepare, and cope with disaster Pre, during and post-disaster responses 	8 hrs
Unit-6: Natural Resource Management and Indigenous Disaster Management		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain natural resource management; identify major aspects of indigenous disaster management; analyze and implement anthropological knowledge for risk management and emergency response. 	<ul style="list-style-type: none"> Selected cases 	8 hrs
Unit-7: Natural Disasters in Bangladesh		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the trends of natural disasters in Bangladesh; identify major features of the natural disasters in Bangladesh; analyze the anthropological research for policy design and programs that seek to reduce risk, prevent disasters, and respond to disasters in Bangladesh. 	<ul style="list-style-type: none"> Types of disaster that generally occur in Bangladesh Coping mechanism and preparedness at the local and state level Anthropological perspectives on confronting systems of coping mechanisms 	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 555: COSMIC ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The purpose of this course is to give theoretical understanding to the student to explore the numerous dimensions of the fundamental concepts in cosmic anthropology such as living universe, nature, sound, space, time, mind, etc. Taking this course in the postgraduate anthropology program students will be able to help facilitate the birthing and renewal of life-giving socio-economic and political structures so that everyone may have access to live and live it to their fullest potential and help to understand the dynamics of the earth changes from flat at a shallow perspective to spherical at a larger perspective. It will help students to view the present epoch in the history of our planet and permanent deleterious changes in the entire earth from a cosmic perspective. In the modern age, the importance of the study of cosmic anthropology has arisen in connection with issues such as global warming and species extinction for sustainable development of human culture, society, and the entire universe.

COURSE OBJECTIVES

- Understand the core ideas of cosmic anthropology;
- Understand the togetherness of macro-cosmos (planets, suns, moons, galaxies, etc.), human beings (sensory organs, brain, mind, consciousness, internal organs, etc.), and human societies (families, communities, nations, institutions, NGOs, civil societies, trade unions, farmers, fisherfolks, youth, women, urban-rural);
- Analyze mental constructs (beliefs, culture, ideologies, religion, etc.) and micro-cosmos (quarks, neutrons, protons, electrons, molecules, DNA, etc.);
- Evaluate how order and harmony of the entire living and non-living things exist;
- Explain man's deviations from the inherent law and principle of the cosmos that disharmony and disorder the universe.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Theories related to Cosmic Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning and definition of cosmic anthropology; • identify major issues elaborated by different theories; • analyze social practices or even social change relating to indigenous cosmologies. 	<ul style="list-style-type: none"> • Edmund leach and theories of religion • Hocart on the world of order • Durkheim and Mauss on Order of the social life • Geertz on indigenous cosmological order • Levi-Strauss on the order of the orders • Mary Douglas on anomalies and the cosmological order • Barth on the production of cosmologies 	8 hrs
Unit-2: Basic Concepts in Cosmic Anthropology and its' Definition		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the basic concepts in cosmic anthropology; • identify major aspects of the forms of the living universe; • analyze the perspectives of nature, space, time, and mind in cosmic anthropology. 	<ul style="list-style-type: none"> • The forms of the living universe • The order of nature • The nature of sound • The arena of space • The apperception of time • The ontology of mind 	4 hrs
Class Test		
Unit-3: Principles of Cosmic Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain major principles of cosmic anthropology; • identify basic features of the principles; • analyze the universe as an ordered whole and the general laws which govern it across cultures. 	<ul style="list-style-type: none"> • Anthropic cosmic principle • Cosmic blueprint 	6 hrs
Unit-4: Laws in Cosmic Anthropology: Physical, Manmade and Moral Laws		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain different laws in cosmic anthropology; • identify significant features of the laws; • analyze the metaphysical and physical understanding of the world cross-culturally. 	<ul style="list-style-type: none"> • Issues of cooperation or “working together”: a most important cosmic law and principle as an integral part of the cosmic evolutionary process 	<p>6 hrs</p>
Mid-term Examination		
Unit-5: Culture in Cosmic Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the cosmological dimension of social life; • identify basic features of cosmological dimension; • analyze and explain how culture formed concerning the cosmic understanding in different settings. 	<ul style="list-style-type: none"> • Cosmological dimensions of social life in different ethnographic settings 	<p>4 hrs</p>
Unit-6: Big Bang versus Steady-State Cosmology: Cosmic Perspective		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain cosmic perspective on big bang cosmology; • identify the nexus between the big bang and steady-state cosmology; • analyze and critically evaluate different arguments regarding the development of the current state of the world and societies. 	<ul style="list-style-type: none"> • How the horizons of human worlds are imagined and engaged - illuminate understandings of the contemporary world 	<p>8 hrs</p>
Unit-7: Culture in the Cosmosphere		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain astronomy, cosmology, and biosphere in cosmic anthropology; • identify basic features of astronomy, cosmology, and biosphere; • analyze cosmology and cultural practices. 	<ul style="list-style-type: none"> • Astronomy, cosmology, and biosphere 	<p>4 hrs</p>
Unit-8: Issues of Development in Cosmic Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the issues of development in cosmic anthropology; • identify significant features of development through cosmic anthropology; • analyze the recent trends and practices that might help ensure sustainable development through perspective gained by the practice of cosmic anthropology. 	<ul style="list-style-type: none"> • The shift from ‘high modernity’ (in which orientations toward cosmos are variously constrained and circumscribed) to the flattening effects of the ‘fluid’ modernity of neoliberalism and concerns with cosmic orders and dynamics in people’s lives 	<p>8 hrs</p>
Unit-9: Applied Cosmic Anthropology		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the meaning of applied cosmic anthropology; • identify the characteristics of applied cosmic anthropology; • analyze the perspectives of cosmic anthropology in diverse social settings. 	<ul style="list-style-type: none"> • The ethnographic study of ‘cosmologies’ relevant to contemporary anthropology, and • How cosmological perspectives illuminate understandings of the contemporary world? 	<p>8 hrs</p>
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 556: SYMBOLIC ANTHROPOLOGY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The major objective of this course is to provide students with an introduction to the theoretical trends in symbolic anthropology; to the purposes and limitations involved in studying the cultural contexts of symbols. Lectures and readings will be oriented at introducing students to the available theories and methods. The students will learn to critically discuss, defend, and write about ideas presented in class. On completion of this course, the students are expected to be able to get adequate knowledge about the sign, semiotics, and symbolism; understand various symbolic methods and theories properly; evaluate the diverse social structure and cultural contexts from a symbolic perspective; and apply symbolic anthropological theories to explain and analyze social and cultural dynamism.

COURSE OBJECTIVES

- Understand anthropological approaches to symbolic and cultural analysis;
- Analyze ethnographic examples of symbolic analysis for different cultures;
- Learn concepts and characteristics of signs, origin, classification, and theories of symbolism;
- Explain the application of symbolism to society and culture.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: The Background of Symbolic Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain from materialist towards idealist theories in anthropology; • identify major aspects of the creation of and conveying meanings through symbols; • analyze why the emphasis on meaning in the definitions of culture has become prominent. 	<ul style="list-style-type: none"> • The theoretical shift from function to meaning in anthropological enterprises during the 1960s –1970s 	8 hrs
Unit-2: Major Contributors to Symbolic Anthropology		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain different perspectives on symbolic anthropology; • identify basic features of the perspectives; • analyze and critically evaluate theories of symbolism and their applications to society. 	<ul style="list-style-type: none"> • Raymond Firth, Meyer Fortes, Clifford Geertz, Victor Turner, Mary Douglas, Ernest Gellner, Erving Goffman, Ward Goodenough, Sherry B. Ortner, Monica Wilson, Gregory Bateson, Gilbert Lewis, Barbara 	14 hrs

	Babcock, Renato Rosaldo, Barbara Meyerhoff, Terence S. Turner, Milton Singer, Maurice Bloch, Marilyn Strathern, James Fernandez	
Class Test		
Unit-3: Culture and Language as Communicative Systems		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain culture and language as a communication system; • identify the basic features of the communicative system; • analyze culture as a collection of arbitrary symbols. 	<ul style="list-style-type: none"> • Culture and communication-culture as a collection of arbitrary symbols • The rules of the language enabling participants in communication • The structuring principles of the human mind and the thought process; binary opposition; men and metaphor- metaphors as universal building blocks of human thought • Language determining the perception of the world; the role of language in understanding and giving meaning to the world; marking of difference within the language to the production of meaning of the cultural codes; the structure of communication- three levels of communicative operation i.e. communication of person, goods and messages 	10 hrs
Mid-term Examination		
Unit-4: Language and the System of Meaning		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the science of meaning; • identify the use of language in real-world contexts; • analyze the knowledge about signs, semiotics, and symbolism through various symbolic methods and theories. 	<ul style="list-style-type: none"> • The meaning of word and sentence- elementary issues in semantics and pragmatics • The science of meaning and the use of language in real-world contexts • Basic concepts in semantics- utterance and sentence, contradiction, entailment, paraphrase, sense, and reference, denotation and connotation • Semiotics as communication science- introduction, definition, and importance of semiotics • Signs and symbols- notion, classification, Saussurian model 	12 hrs

	and Peircean model; some important notions of semiotics- code, text, object, signified and signification, connotation and denotation, syntagmatic and paradigmatic, language and parole; social and cultural semiotics	
Unit-5: Culture as a Symbolic System		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the diverse social structure and cultural contexts from a symbolic perspective; • identify major features of symbols and meaning; • analyze symbolic anthropological theories to explain social and cultural dynamism. 	<ul style="list-style-type: none"> • Symbols and meaning- introduction to theories of symbolism, methods of interpretation in anthropology including the debates over rationality, structuralism, metaphor theory, and pragmatism • Interpretation and symbolic system- emphasis on the analysis of culture as an interpretive science; social drama, metaphor and public symbolism- properties of dominant public symbols; analogy and metaphor; unification and polarization; polyvalence or polysemic meaning; methods of decoding symbols (Victor Turner) 	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.

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COURSE NUMBER AND TITLE: ANTH 557: BUSINESS, CULTURE AND SOCIETY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The purpose of this course is to apply the theories and methods of cultural anthropology in studying business in the local and global contexts. The objective is to give students a clear understanding of how businesses operate in different societies and cultures. Case studies of how businesses interact with the local societies, cultures, and environments will be taken from Bangladesh, India, China, Japan, the USA, and the UK.

COURSE OBJECTIVES

- To impart basic understanding of business anthropology, organizational theory and culture, corporate culture and social responsibility;
- To enhance skill to analyze the relationships between business and society, business and culture, and business and environment;

- Cross-cultural orientation in conflict mediation and resolution at the local level businesses, work environment, and working relations in the farm;
- Evaluate the impact of global agendas of corporate social and environmental responsibility, social business, and sustainable business strategies.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Issues and Concepts in the Anthropology of Business		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning and definition of the anthropology of business; • identify major aspects of the relation of business with peoples, cultures, and politics – locally and globally; • analyze the sociocultural diversities in business and management. 	<ul style="list-style-type: none"> • Local, global, and South Asian perspectives 	8 hrs
Unit-2: Changing Corporate Cultures		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of corporate culture; • identify basic features of corporate economic, social and environmental responsibilities; • analyze the changing economic systems and politics behind the discourse of corporate responsibilities. 	<ul style="list-style-type: none"> • Corporate economic, social, and environmental responsibilities • Impact of business on local communities and environments 	10 hrs
Class Test		
Unit-3: Changing Global Governance of Work, Labor Markets and Trade		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain global governance, local market, and trade through neoliberal capitalism; • identify major aspects of the market; • analyze the relevancy of culture to understand differences in managerial strategies, corporate values, and decision making. 	<ul style="list-style-type: none"> • Globalization, the emergence neoliberal of capitalism, and consequent changes in the world business model • The market with Anthropological Perspective; cross-cultural issues in global marketing; and social marketing • The cross-cultural issues in international trade 	10 hrs
Mid-term Examination		
Unit-4: State, Civil Society, and Business		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning of state and civil society in anthropology; • identify basic features of different types of trade; • analyze the conflict between free versus fair business models in the globalized world. 	<ul style="list-style-type: none"> • Fairtrade and free trade 	10 hrs
Unit-5: Business, Development and the Politics of Distribution		

<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the connection between business and development; • identify major aspects of the politics of distribution; • analyzed the growth of business and development along with distribution politics and import-export policies. 	<ul style="list-style-type: none"> • The production base of the world economy • Imbalance in export and import • Policies regulating international trade 	<p>8hrs</p>
<p>Unit-6: The Anthropologist and the Study of Business: an uneasy relationship?</p>		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the historical relationship between the anthropologist and the study of business; • identify major tasks played by anthropologists concerning business, society, and culture; • analyze anthropologists' role as specialists for the business corporation as well as for the communities. 	<ul style="list-style-type: none"> • The history of the relationship between anthropology and business in society and culture • Positions which anthropologists have taken and may still take concerning business 	<p>10 hrs</p>
<p align="center">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 558: ANTHROPOLOGY OF PUBLIC POLICY

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

This course attempts to broaden the scope of anthropological inquiry by shifting emphasis from the daily practices of local actors “on the ground” to the daily practices of policymakers, government bureaucrats, and the staff of international financial agencies such as the IMF and the World Bank who are explicitly and implicitly engaged in the negotiation and mediation of policy at the national and international levels. At a time when anthropologists are increasingly turning their attention to social and cultural phenomena of global reach and magnitude, the policy offers a lens through which to view the articulation of knowledge and power, upon which contemporary regimes of governance are based. This course will pursue questions including: What is the state, anthropologically speaking? How do specific policies come into being, and what makes them effective (or ineffective) instruments of governance? What is the relationship between policy forms and contemporary discourses of neoliberalism and globalization? How can ethnographic projects capture the critical dimensions of policymaking? What types of methodological challenges does the anthropology of policy pose?

COURSE OBJECTIVES

- Describe anthropology’s contributions to public policy worldwide;
- Understand an impromptu genealogy for the anthropology of policy;
- Explain anthropologists’ frameworks of governmentality and ritual to illuminate the dynamics of governance;
- Analyze anthropological perspectives to construct alternative frameworks for unpacking policymaking and its multiple entanglements with the global geopolitical order;
- Learn about how policy-oriented anthropologists gather, analyze, and present their findings;
- Understand and critique anthropological approaches to public policy problems.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Why an Anthropology of Policy?		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the emergence of the anthropology of public policy; • identify major issues addressed by the anthropology of policy; • analyze the development of anthropology: from colonialism to development. 	<ul style="list-style-type: none"> • Introduction: policy and anthropology 	4 hrs
Unit-2: What is the State, anthropologically speaking?		
At the end of this unit, students will be able to-	<ul style="list-style-type: none"> • The cross-cultural idea of the state 	4 hrs

<ul style="list-style-type: none"> explain state from an anthropological perspective; identify major characteristics of the state; analyze the state from cross-cultural perspectives. 		
Unit-3: Neoliberalism, Governmentality, and International Political Economy		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the emergence of neoliberalism; identify basic features of governmentality and political economy; analyze the making and unmaking of the third world vis a vis in the first world. 	<ul style="list-style-type: none"> The emergence of neoliberalism: mentalities, rationalities, and techniques used in governmentality and political economy 	4 hrs
Class Test		
Unit-4: Enumerating Reality: Regimes and Strategies of Governance		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the processes of constructing reality; identify major aspects of enumerating reality; analyze the conceptual basis for an analysis of conditions, institutions, and actual processes of strategic governance. 	<ul style="list-style-type: none"> Enumeration and statistics in the decision-making process and constructing reality 	8 hrs
Unit-5: "Rite Makes Might": Ritual, Policy, and Power		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the nature of political rites; identify major features of political rites; analyze the importance of symbols and rites as crucial to politics and policy. 	<ul style="list-style-type: none"> Political rites in different places and historical periods 	8 hrs
Mid-term Examination		
Unit-6: From Object to Process: Policy as a Field of Action and Connection		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain policy as a field of action; identify major areas of policy implementation; analyze how policy guides different programs in different sectors. 	<ul style="list-style-type: none"> Examples of policy and its implementation in different contexts 	4 hrs
Unit-7: Anthropologists in Unconventional Places: Sites of Policy		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain anthropologists' engagement in the sites of policy; identify major roles played by anthropologists in policy-making; analyze anthropologists' contributions in policy formulating bodies. 	<ul style="list-style-type: none"> Examples of anthropologists working in policy formulating bodies 	8 hrs
Unit-8: Methodological Considerations in the Anthropology of Policymaking		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> explain the methodological considerations of the anthropology of policy; identify major issues covered by these methods; analyze the core theoretical and methodological challenges faced by 	<ul style="list-style-type: none"> Anthropological approach for an understanding of policy processes How actors mediate those processes Rethinking the field Social Network analysis 	8 hrs

anthropologists in their potential contributions to the field of public policy.	<ul style="list-style-type: none"> • The extended case method • Analyze “state” versus “private”, “macro” versus “micro”, and “top-down” versus “bottom-up” approaches • Rethinking ethics and professional codes 	
Unit-9: Case Studies: Policies in Bangladesh		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain major policies in Bangladesh; • identify the importance of the policies in the context of Bangladesh; • analyze and critically evaluate public policies concerning local and global aid agencies. 	<ul style="list-style-type: none"> • PRSP (<i>Poverty Reduction Strategy Papers</i>) • NSAPR (<i>National Strategy for Accelerated Poverty Reduction</i>) • Western Aid to Bangladesh 	4 hrs
Unit-10: Contextualizing Policy		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the meaning and definition of the global political economy; • identify major characteristics of global political economy; • analyze how the state relates to local populations and how state policies and government processes are experienced and interpreted by people at the local level. 	<ul style="list-style-type: none"> • Anthropological perspectives on global political economy 	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 559: CULTURAL HERITAGE STUDIES

CREDIT HOURS: 4 (FOUR)

INTRODUCTION OF THE COURSE

The objective of this course is to introduce students to a range of theoretical and practical issues of cultural heritage and the major challenges of the management of cultural properties/

heritage resources. The course discusses the relations of heritage studies with anthropology, archaeology, history, natural and cultural resource management, tourism, and other allied disciplines. The course provides an opportunity to explore, analyze, and evaluate the state of the art and emerging trends in the description and digital collection of heritage in libraries, archives, and museums. It examines the principles and practices to enhance people's access to cultural heritage materials, make easy digital content and articulation of digital technologies. Case studies of heritage from both developed and developing world will be selected for special focus.

COURSE OBJECTIVES

- Understand current issues and methods in cultural heritage studies;
- Explain the relevance and contributions of archaeology, cultural, linguistic, and physical anthropology for cultural heritage studies;
- Analyze the documentation, collection, and presentation of cultural heritage materials through the articulation of digital technologies.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: Notion of Heritage		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the notion of heritage; • identify major characteristics of heritage; • analyze the concept of heritage and use the concepts to identify different heritages from local and global perspectives. 	<ul style="list-style-type: none"> • Critical perspectives/ global and local perspective • Epistemology and Ontology of the Study of Heritage 	4 hrs
Unit-2: Anthropology, Cultural Heritage and Folklore		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the anthropological understanding of cultural heritage; • identify the connection between anthropology, heritage, and folklore; • analyze anthropological practices and its relationship with heritage studies. 	<ul style="list-style-type: none"> • Ethnography, ethno-history, and ethnomusicology 	4 hrs
Unit-3: History, Archaeology, and Heritage		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the connection of heritage studies with history and archaeology; • identify different heritage study processes through history and archaeology; • analyze societies as reflected in heritages from cross-cultural practices. 	<ul style="list-style-type: none"> • Reflections in society, politics, and culture of Asia/ South Asia • Archaeology and Heritage: inscriptions, relics, and iconography 	8 hrs
Class Test		
Unit-4: Heritage, Memory, and Politics of Identity		
At the end of this unit, students will be able to- <ul style="list-style-type: none"> • explain the heritage and politics of identity; • identify cultural diversity and multiculturalism along the line of heritage; 	<ul style="list-style-type: none"> • Heritage and Cultural Diversity: nationalism vs. multiculturalism • Contested Heritage: religion, nationalism, and ethnicity 	8 hrs

<ul style="list-style-type: none"> analyze heritage as contested in terms of religion, nationalism, and ethnicity. 	<ul style="list-style-type: none"> Uses of Heritage and Conflicts: conceptualizing cultural heritage as commons' (tangible and intangible) 	
Unit-5: Justice, Law, and Rights to Heritage		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain how heritage is related to justice and law; identify major legal issues related to heritage; analyze the role of the judicial system for heritage rights. 	<ul style="list-style-type: none"> Heritage change people and heritage change rights 	4 hrs
Mid-term Examination		
Unit-6: Heritage Site, Tourism, and Museums		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the nature of heritage as being commodified through the tourism industry; identify major issues related to the heritage site and museums; analyze and evaluate the politics of the representation of the museum. 	<ul style="list-style-type: none"> The tourism industry, branding heritage, commodification/ commoditization of heritage Site interpretation, communication and management, understanding objects, artifacts, cults, exhibition, collection and curatorship, and politics of museum 	4 hrs
Unit-7: Threats of Heritage		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the nature of threats to heritage; identify major emerging threats to heritage in the contemporary world; analyze the connection of political, religious, and environmental threats to heritage and their consequences. 	<ul style="list-style-type: none"> Political, religious (iconoclasm) and environmental threats, war, climate change, ethnic conflicts 	4 hrs
Unit-8: Indigenous Knowledge and Participatory Heritage Management		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain different types of techniques to manage heritage; identify different processes and issues related to the documentation of heritage; analyze anthropological understanding to incorporate indigenous knowledge in heritage management. 	<ul style="list-style-type: none"> Documentation, preservation, and management of Heritage: issues, processes, methods, materials, and practices Public presentation of heritage: advocacy and interpretation, the role of media and education 	8 hrs
Unit-9: Cultural Heritage, Globalization and Development		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> explain the processes of globalization in dealing with cultural heritage; identify major aspects of complex relationships of heritage to the field of development; analyze and critically examine the intimate relationships and tensions between conceptual analyses of cultural heritage and the variety of global applied operational contexts. 	<ul style="list-style-type: none"> The applied context of heritage and the practical, operational implementation of cultural heritage projects and programs The complex relationships of heritage to the field of development and its associated agendas such as poverty reduction, advocacy, human/ 	4 hrs

	cultural rights, citizenship, aid, humanitarianism, environmentalism, post-conflict reconstruction, and wellbeing alongside experiences of globalization and change	
Unit-10: Doing Visual Ethnography and Writing Ethnography in Heritage		
<p>At the end of this unit, students will be able to-</p> <ul style="list-style-type: none"> • explain the meaning of visual ethnography; • identify basic features of visual methods; • analyze visual ethnography of heritages through using ethnographic photography and visual methods. 	<ul style="list-style-type: none"> • Thinking about visual research • Photography, video, cultures, and individuals • Planning and practicing 'visual methods' considering ethical issues • Photography and video in ethnographic research • Classifying and interpreting photographic and video materials • Ethnographic photography and printed text • Video and ethnographic hypermedia representation 	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 560: MASTERS THESIS
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 third, and the fourth 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 a Master's thesis. This is a 4 credit course equivalent to 100 marks. and the examination of the Master's thesis has two parts: an examination of the written thesis (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 thesis and appear in a viva-voce examination to test and examine the research work and thesis.

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

Learning Outcomes	Course Content	Contact Hour
Unit-1: General Rules and Regulations		
<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"> • 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): <ol 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. Rationale of the Research h. Methodology of the Research i. Thematic Divisions of the Research Report j. References • Writing and defense of the proposal and selection of the 	4 hrs

	<p>supervisors will be completed during MSS 1st semester</p> <ul style="list-style-type: none"> • Conducting fieldwork and submitting research monograph before MSS 2nd 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 	8 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 	28 hrs
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 	12 hrs

<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 • Thesis 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 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 	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

1983 *On Ethnographic Authority*. *Representations* 1, pp. 118-146.

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.

COURSE NUMBER AND TITLE: ANTH 561: 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 2nd semester of the MSS (Masters) program. It will test their learning from the MSS program.

COURSE OBJECTIVES

- Examination of students' learning during MSS 1st and 2nd semesters through a written examination;
- Judging their analytical skills through a viva-voce examination;
- A comprehensive understanding of the students learning during MSS (Masters) courses.

INSTRUCTIONAL STRATEGIES

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

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

ASSESSMENT

Written examination, Oral test (viva-voce).