The Bachelor of Social Science (Honours) in Anthropology is a four academic years’ programme. The courses included in this syllabus have been designed with a view to ensure that the honours students in anthropology receive a thorough grounding in anthropological theory, methodology, paradigms and epistemology inclusive fundamentals of various specialized fields of the discipline, along with exposure to other human sciences.

A candidate for the honours degree in anthropology shall require to complete a total of 30 courses as listed below 06 (six) in Part I, 08 (eight) in Part II, 08 (eight) in Part III and 08 (eight) in Part IV. All are full-unit courses which means the course contains 100 (one hundred) marks. In addition to the above, for each Part, 50 marks are allotted for viva voce. Thus, a candidate for the degree will be offered courses having 30 units with 3200 marks (inclusive 200 marks for viva voce). In Parts I, II, III, and IV, all the courses listed in the syllabus are compulsory. Examinations for each part will be held at the end of each academic year.

<table>
<thead>
<tr>
<th>Part/Year</th>
<th>Course No.</th>
<th>Marks</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>Anth 101</td>
<td>100</td>
<td>Social and Cultural Anthropology</td>
</tr>
<tr>
<td>1st Year</td>
<td>Anth 102</td>
<td>100</td>
<td>Theories in Anthropology-I</td>
</tr>
<tr>
<td></td>
<td>Anth 103</td>
<td>100</td>
<td>Other Cultures</td>
</tr>
<tr>
<td></td>
<td>Anth 104</td>
<td>100</td>
<td>Kinship</td>
</tr>
<tr>
<td></td>
<td>Anth 105</td>
<td>100</td>
<td>Archaeology</td>
</tr>
<tr>
<td></td>
<td>Anth 106</td>
<td>100</td>
<td>Economy and Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Viva Voce</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>650</td>
<td></td>
</tr>
<tr>
<td>Part II</td>
<td>Anth 201</td>
<td>100</td>
<td>Theories in Anthropology-II</td>
</tr>
<tr>
<td>2nd Year</td>
<td>Anth 202</td>
<td>100</td>
<td>Anthropological Research Methods</td>
</tr>
<tr>
<td></td>
<td>Anth 203</td>
<td>100</td>
<td>Social Inequality</td>
</tr>
<tr>
<td></td>
<td>Anth 204</td>
<td>100</td>
<td>Political Power and Institutions</td>
</tr>
<tr>
<td></td>
<td>Anth 205</td>
<td>100</td>
<td>Production Systems &amp; Their Transformations</td>
</tr>
<tr>
<td></td>
<td>Anth 206</td>
<td>100</td>
<td>Biological Anthropology</td>
</tr>
<tr>
<td></td>
<td>Anth 207</td>
<td>100</td>
<td>Bangladesh: History, Society and Culture</td>
</tr>
<tr>
<td></td>
<td>Anth 208</td>
<td>100</td>
<td>Statistics and Computer Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Viva Voce</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>850</td>
<td></td>
</tr>
<tr>
<td>Part III</td>
<td>Anth 301</td>
<td>100</td>
<td>Founders of Modern Social Thought</td>
</tr>
<tr>
<td>3rd Year</td>
<td>Anth 302</td>
<td>100</td>
<td>Peasant Society and Culture</td>
</tr>
<tr>
<td></td>
<td>Anth 303</td>
<td>100</td>
<td>Gender: Theories and Issues</td>
</tr>
<tr>
<td></td>
<td>Anth 304</td>
<td>100</td>
<td>Anthropology of Development</td>
</tr>
<tr>
<td></td>
<td>Anth 305</td>
<td>100</td>
<td>Religion and Society</td>
</tr>
<tr>
<td></td>
<td>Anth 306</td>
<td>100</td>
<td>Political Movements and Collective Identities</td>
</tr>
<tr>
<td></td>
<td>Anth 307</td>
<td>100</td>
<td>Language, Society and Culture</td>
</tr>
<tr>
<td></td>
<td>Anth 308</td>
<td>100</td>
<td>Selected Ethnographic Texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Viva Voce</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>850</td>
<td></td>
</tr>
<tr>
<td>Part IV</td>
<td>Anth 401</td>
<td>100</td>
<td>Contemporary Theoretical Trends in Anthropology</td>
</tr>
<tr>
<td>4th Year</td>
<td>Anth 402</td>
<td>100</td>
<td>Applied Anthropology</td>
</tr>
<tr>
<td></td>
<td>Anth 403</td>
<td>100</td>
<td>Urban Anthropology</td>
</tr>
<tr>
<td></td>
<td>Anth 404</td>
<td>100</td>
<td>South Asian Society and Culture</td>
</tr>
<tr>
<td></td>
<td>Anth 405</td>
<td>100</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td></td>
<td>Anth 406</td>
<td>100</td>
<td>Environmental Anthropology</td>
</tr>
<tr>
<td></td>
<td>Anth 407</td>
<td>100</td>
<td>Emerging Issues</td>
</tr>
<tr>
<td></td>
<td>Anth 408</td>
<td>100</td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>Viva Voce</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>850</td>
<td></td>
</tr>
</tbody>
</table>

Grand Total: 3000 + 200 (viva voce) = 3200
ANTH 101: SOCIAL AND CULTURAL ANTHROPOLOGY

This course will examine the emergence of anthropology as an academic discipline in its historical context. Particular emphasis will be given to the historical formation of social anthropology in Britain and cultural anthropology in the USA. The course will also examine the distinctiveness in institutionalization of ethnography in former Soviet Union and anthropology in South Asia, India in particular. The aim and scope of anthropology, its object of study, and some of its basic concepts, theories, and methods will be discussed in the light of contemporary trends in the discipline.

A. What is ‘Anthropology’?
   Historical formation of anthropology as an academic discipline: ‘Social Anthropology’ in Britain and ‘Cultural Anthropology’ in the USA
   Institutionalization of Anthropology in other parts of the world: French and German Traditions; Soviet Anthropology; South Asian Traditions

B. The scope and object of study of anthropology
   Sub-fields of anthropology: ‘Four fields approach’ and beyond
   ‘Holism’, specialization trends and interdisciplinarity

C. Distinctive features of social-cultural anthropology: Defining the discipline
   Exploring core ideas and concepts in social-cultural anthropology: Humanity, Culture, Society, Social structure, Identity, Ethnicity, Social Inequality: class, caste, sexuality, gender etc.

D. Anthropological perspectives of society and culture
   Kinship and social organization
   Language and communication
   Subsistence and Economy: Economic Anthropology
   Power, Politics and Order in the societies: comparative viewpoints
   Religion, values, beliefs and customs in different societies

E. Fieldwork and Methodological distinction of social-cultural anthropology
   Cross-cultural comparison, Emic-Etic perspectives
   Intensive fieldwork, participant observation
   Descriptive and Qualitative Method

F. Politics of Anthropological knowledge
   Anthropology, European dominance and colonialism
   Anthropology’s self-critic/ reflexivity

G. Applicability of anthropological knowledge in understanding contemporary issues:
   Applied anthropology and Development Anthropology
   Urban Anthropology, Medical Anthropology, Anthropology of Food, Anthropology of Law and other recent applications

H. Anthropology in Bangladesh

Reading List
‡PŠayix, gðm âšm † tread. Arvìtš 50201, b,weAvtbb cÖ-g cvV, Gklgtck cÖKvKbx, XWtKv
Rvîj, Gq – km 2004, b,weAwb: AvbZE;zx cÖmt½½ wKQy chfÔg‡Y, b,weAwb cwKv, mSLv-9, c,ôv 1-20
ANTH 102: THEORIES IN ANTHROPOLOGY-I

This course will review the foundation of the discipline as well as the early theoretical development in the formative period of anthropology. It will review the central thoughts that led to the emergence of social-cultural anthropology in different national contexts: in Germany and France, in Britain and in the USA. Anthropological knowledge traditions will be linked up to the making of ‘modernity’ and modern social science in Western Europe. It will explore how ideas and visions about human condition, society, and culture evolved in modern time, and how these developments gave rise to anthropological paradigms. Broader social and political contexts such as colonial and imperial orders will also be examined.

A. Foundation of Anthropology as a field of knowledge: Precursors (i.e., travelers, traders, missionaries, administrators writing on society and culture before western contact)
   Search for the origin of human, society and culture;
   Scientific approach to the study of human society and culture;

B. Nineteenth century Evolutionary school of thought:
   Biological evolution: Transformation of species and lives (Darwin and others)
   Social and cultural evolution: Bastian, Frazer, Spencer, E. B. Tyler, Morgan, Bachofen, McLenan, Maine, Engles and other evolutionists

C. Significance of ‘migration’ and ‘diffusion’: Three ‘schools’ of ‘Diffusionism’

D. Rejection of Cultural Evolutionism: Cultural Relativism
   Franz Boas: Critique of Comparative Method; Historical particularism
   Institutionalization of American Anthropology
   American and German national traditions come together
   Cultural patterns and configurations: Kroeber.

E. Functionalism and its different facets
   French sociology and British Social Anthropology
   Positivism, Empiricism and Scientific Method
   Impacts of Durkheim and Mauss.
   Functionalism and the notion of culture as a system for satisfying human needs: Malinowski
   Function as Structure in action; Function as network of relationship: Radcliffe-Brown
   Criticisms of Functionalism

Reading List
Eriksen, Hylland and Nielsen, Finn. 2001. A History of Anthropology, Pluto Press, USA
Moore, J. D. Vision of Culture: An Introduction of Anthropological Theories and Theorists

ANTH 103: OTHER CULTURES

This course is to explore and examine the concept of ‘otherness’ as a prime point of reference and critical analytical tool in the study of cultures. While the concept is predominantly related with early anthropology in general and ethnography in particular, significant efforts have also been made to challenge and re-conceptualize it. The course will examine the ways the concept of ‘other’ emerged and evolved throughout the history of anthropology by focusing on both the classical and contemporary works. It will also engage with the theories and critical literature that politically challenge the practices of ‘othering’.
A. Anthropological Concept of ‘Culture’, ‘Identity’ and ‘Otherness’
B. From ‘Primitive’ to ‘Other’: Journey of Anthropological Enquiries in Europe and North America
C. Concept of ‘Civilization’ and its Relation with Colonialism
D. Ethnography of the ‘Others’; Colonial Context of Classical Ethnographic Studies
E. Otherness Across the Borders: Ethnocentrism, Westernization, Globalization, Transnationalism, Diaspora etc.
F. Question of Identity Construction: Homogeneity vs Heterogeneity
G. Multiple Othering Factors: Class, Gender, Race and Ethnicity
I. Exploring basic methods and techniques in research

Note: As part of this course, students will conduct a fieldwork on topics to be selected in consultation with the course teacher, keeping in mind questions and issues central to the course. Each student will submit a report of 2000-3000 words on the basis of their fieldwork and will be assessed on 15 marks.

Reading List
Jahangir, B. K. 1978. Class Struggle in Rural Bangladesh. Dhaka: Center for Social Studies

Anth 104: Kinship

For more than a century, kinship studies have remained a major research field in social and cultural anthropology. One of the reasons for this focus is that historically anthropologists have been mainly concerned with the study of ‘traditional’ societies where kinship was thought to play a central role in social life. At the same time, family ties constitute one of the most basic areas of social life in all societies, regardless the level of their socioeconomic development. Given this significance, this course will provide an overview of the theories, concepts and typologies developed by anthropologists in the context of kinship studies. However, attention will also be given to the broader question of how kinship operates in more complex and changing societies.

A. Introduction to the study of Kinship
   Understanding Kinship: social-cultural construction vs. biological relationships
Key concepts in Kinship studies
Significance of kinship studies

B. Historical overview of kinship studies
The beginning of kinship studies in anthropology in the 19th century: Evolutionist thought
Kinship in the first half of the 20th century: Structuralist-functionalist’s contribution
Trends in kinship studies since the 1960s: Structuralist, Neo-Marxist and Feminist thought

C. Kinship and Descent
Definition: Descent, Lineage etc
Types of Descent: Patrilineal, Matrilineal, double, Bilateral
Descent in ‘simple’ and ‘complex’ Societies

D. Marriage
Problems of defining marriage or describing its functions universally
Incest taboo
Marriage transactions
Patterns of post material residences

E. Family and Household Diversity: Changing patterns over time
Meaning of Family and Household
Historical changes in families
Various forms of family/household: Nuclear, Joint, Extended, Single person.
Composition and dynamics of different kinds of household
Parenthood, household and family: rethinking these concepts looking at the contemporary society

F. Kinship in Bangladesh: Kinship among the Bengali Muslims, Bengali Hindus and non-Bengali People; Recent changes in dowry, family and marriage in both rural and urban contexts

Reading List
Harris, O 1981. Households as Natural Units In Wolkowitz, Young and McCormack eds Of Marriage and the Market. London.
White, Sarah 1992 Arguing with the Crocodile: Gender and Class in Bangladesh. Dhaka: The University Press Limited. (Selected Chapters)
Awqf, N, tribhuvan Geet [ trainsic, xjbm 2003. b,weOvzbi cÎ_g cvV : mgvR l ms“<…w| XwKv : GkzKv cweWjKx]}
ANTH 105: ARCHAEOLOGY

This course will expose students to a major field of anthropology: archaeology. It will explore the prehistory and course of human cultural change based on archaeological record. Archaeology is the study of past cultures and societies through their material remains. It will explore different varieties of archaeology and examine theory, methods, and techniques for investigating, reconstructing, preserving, and ultimately learning from the past. The course will briefly review human cultural chronology from the time of first people, the earliest Palaeolithic ages, to the present, and deal with not only the artifacts remains but also important social, economic, and even ideological questions, such as those on the origins of food productions, cultural and social development and steps towards civilization.

A. Why study archaeology?
   - Definition and goals of archaeology.
   - Kinds of archaeology: Multidisciplinary nature.
   - Relationship between anthropology and archaeology.

B. Archaeological Exploration: Pre-survey research, different types of survey, Recording.

C. Archaeological Excavation: Permission, Funding and the law, Staff, Mapping, Methods of excavation, Recording archaeological excavation.

D. Post-fieldwork: Planning, processing and finds analysis; Dating the Past: Chronological methods, Interpreting the evidence, Publication, Conservation and museum display.

E. Human Prehistory: Lower Paleolithic, Middle Paleolithic, Upper Paleolithic, Mesolithic and Neolithic culture.

F. Archaeological Practice: Bangladesh context.
   - Archaeological sites in Bangladesh: Chaklapunj (Prehistoric sites), Mahastangarh, Wari-Bhateshwar, Lalmai-Mainamati.

Note: As part of this course, students will be exposed to archaeological sites in Bangladesh. Based upon this field visit, students will prepare a report, which will cover 10 marks as tutorial.

Reading List


**ANTH 106: ECONOMY AND SOCIETY**

The course will introduce the basic concepts and theories of economics both neo-classical and Marxian. A discussion on the socio-economic milieu of the emergence of economics as one of the important social sciences will be highlighted. The emphasis of the course will be on how different concepts of economics help to understand the functions of pre-industrial and post-industrial economics of the world.

A. The development of economics as a field of knowledge: Science of economics as a constrictor of Western views and values.

B. Relationship between economics and anthropology: dialogue between economists and anthropologists;

C. Economics and the rise of market and its impact on the society: The Classical and neoclassical economics;

D. Basic problems of economic organization; market and government in modern economy:
   - Concepts of micro and macro economics; demand, supply, consumption, investment, exchange and distribution; theory of demand and market

E. Types of economy: Capitalism, Mixed and Command economy

F. Marxian Economics: Concepts and theories.

G. Economic development: different theories of economic development; problems of development.

H. Contemporary economic issues trade liberalization: structural adjustment; free market economy; population problem; human resource development; micro credit capability and entitlement.

**Reading List**


**ANTH 201: THEORIES IN ANTHROPOLOGY-II**

In the complex politico-historical contexts around the World War II, social science thinking experienced significant transformation; anthropological thoughts also went through remarkable shifts. This is the phase that will form central theme of this course. Students will become familiar with the major thought streams that arose at the new juncture. The course will examine how older paradigms were reclaimed and reformulated and alternatives were searched. Discussion will be extended to explore the refined frameworks that came to the fore as theoreticians encountered new challenges in the sixth and seventh decades of Twentieth century.

A. Tends in American Cultural Anthropology in 40s and 50s of Twentieth century
Culture and Personality School: Benedict, Mead.

B. Neo-Evolutionist Schools: Multilinear and Universalist approach: White, Steward, Service and Sahlin

Cultural materialism: Marvin Harris

C. Shifts in Structural-functionalist paradigm

Re-examining functionalism and moving forward: Gluckman, Leach. Manchester School

D. Structuralism in France

Development in French Anthropology: Impact of Saussure

Search for abstract principles

Levi-Strauss, his work and new turn in Anthropology

E. Marxism and Anthropology

Structural Marxism: Althusser, Godelier, Meilleaussoux, Terray and others

F. Symbolic anthropology: Interpretation and the significance of ‘meaning’: Culture as a text: Geertz

Rite de Passage and social action: Turner

Purity and Danger: Douglas

Interpretative anthropology and hermeneutics

Reading List


Mead, Margaret 1928 Coming of age in Samoa,USA:William Morrow & Company.


ANTH 202: ANTHROPOLOGICAL RESEARCH METHODS

The aim of this course is to address methodological, ethical and political aspects of anthropological research. Initially, this course will address the epistemological foundation as well as ontological significance of research. Questions as to what is methodology, the relationship between theories and methods in research, and what constitutes a research problem, will also be discussed. Next, given the importance of fieldwork in anthropological research,
various techniques of ethnographic fieldwork (participant observation, key informant interview, case study, life history etc.) will be critically examined. Finally, ethical and political issues surrounding ethnographic research will also be addressed in some detail.

A. Social research: History; Methodological domain; Elements of research methodology; Quantitative and Qualitative Research: Main features & differences

B. Tools of data Collection: Census; Survey; Participant observation; Case study; Collection of life history; Key informant interview; Local history; Oral history; Group discussion; Mapping

C. Issues in participant observation: Extent of participation; Participant or partisan observation? Problems of participation: Ethical and political issues; Role conflicts

D. Reflections on fieldwork: Discussion on field experiences of different anthropologists

E. Practical aspects of research: Preparation of research proposals; Organization and management of field notes; Preparation of questionnaires; transferring data from questionnaires to master sheets; Compilation and presentation of qualitative data

Note: The 'tutorial' marks for this course will be divided between class tests (10 marks) and practical fieldwork-related exercises (10 marks).

Reading List


Publications

Wolcott, Harry F. (….). Writing up Qualitative Research. Qualitative Research Methods Series, No. 20. Sage


ANTH 203: SOCIAL INEQUALITY

This course will examine different types of inequality: class, gender, caste, race, ethnicity, and others. It will focus on general conceptual theoretical issues as well as the practices in specific social and historical contexts. It will also explore the complex ways in which between different forms of inequality intersect. Starting with the classic and path-breaking class theory of Marxism, it will shed light on the advancements made by Weber and the challenges posed by Gramsci. Major schools of feminist thought would also be discussed in the next phase. Classical and contemporary understanding of the forms of inequality based on caste and race will be assessed in detail. Issues such as consumerism and ethnicity-nationality continuum will also be examined. Special attention will be given to substantiate the theoretical understanding at empirical level. Some engagement in the field can also be arranged where situations allow.

A. Concepts, Theories and Typologies of Social Inequality

B. Conceptualizing Race, Color and Caste

C. Class – Concepts and theories: Marx; Historical Materialism, Capitalism and Class struggle

Max Weber: Class and Status
Gramscian explanation of Class, Civil Society and Hegemony
Class Struggle and Movements in Different Situations
D. Sexual division and gender inequality
Feminisms and Women’s Movements in North and Global South
E. Caste: Theorizing work and descent based hierarchy
Experiences of Caste in Sub-continental Societies
From hunting gathering society to post-industrial complex societies
Age, status and political order
G. Kinship and intra-household inequality
H. Nation state and its others: ethnic minorities, religious and sectoral minorities, the question of ‘indigenousness’ and others
I. Consumer Culture and New Forms of Social Stratification

Reading List
Bostron: Allyn and Bacon.

ANTH 204: POLITICAL POWER AND INSTITUTIONS
This course will explain politics and power from anthropological perspectives. First section will delineate the field of political anthropology as it was practiced roughly throughout the 1960s. It will show how anthropologists at that time were primarily concerned with politics in so called primitive societies, with institutions of rule in societies in which the state seemed absent. The section will also focus historical emergence and evolution of state. Second section will examine both “formal” politics and everyday forms of power, domination, authority, faction and resistance at local, national and global contexts.
A. Introduction to Political Anthropology:
  Anthropology and its relationship with power and politics, political Anthropology: Persons, issues and paradigms, scope of Political anthropology
  Different approaches in Political anthropology.

B. State and Political Anthropology:
  Types of Pre-industrial state
  The evolution of state
  Anthropological theory of the state
  Emergence of economic and Political hierarchies, social stratification and power.

C. Power and Institution
  Power structure: Local and National level, Linkages between local and national power structure, other characteristics of state power, community power structure, Individual in the political arena.

D. The political anthropology and colonialism:
  The relation between colonialism and political anthropology
  The domination of colonial power
  Analysis of colonial process as an object.

E. Factionalism and Specialized Institution:
  Factions, Basis of Factionalism, Factions and local politics, anthropological approach to the study of Factions, horizontal and vertical alignment, Factions and local politics, Specialized local institutions, Relationship between person in specialized structures, equal and unequal relationship.

F. From macro-structure to micro-process: anthropological analysis of political practice, Getting at structure through events, Politics as the activity of political men, the autonomy of the political field and its symbolic practices, Indigenous strategies of power.

G. Power and Institutions in Bangladesh: Power Structures at Local and National Levels, Linkages between local and National Power Structures, Factions and Local Politics, Development project as political issues.

H. Political changes in Contemporary Developing Countries: Politics and power in an age of "globalization”, questioning identity, state, political action and emphasizing the ways ethnographically grounded anthropological research can shift from the micro-level to illuminate large-scale, national, transnational and global processes.

Reading List
ANTH 205: PRODUCTION SYSTEMS AND THEIR TRANSFORMATION

The broad thrust of this course is to examine some of the core assumptions of classical/neo-classical economics by discussing and analyzing economic behavior from a socio-historical perspective. This course will critically assess the relationship between economy and society through the lenses of a number of different theoretical approaches available and practiced in anthropology. The relative merits of these explanatory paradigms will be reviewed.

A. Anthropology and Economics

History of Economic anthropology as a sub-discipline of anthropology;
Concepts in Economic Anthropology (i.e. Production, consumption, gift and social integration, reciprocity, redistribution, house-holding and market exchange)

Types of economies: Hunting-Gathering societies, pastoralism, horticulture/ shifting cultivation, peasantry and peasant society
Ecology and political economy of ‘Jhum’ cultivation in Chittagong Hill Tract, Bangladesh

B. Theoretical debates

i) The Formalist and Substantivist debate of the 1950s and 1960s: Examining the positions of Malinowski, Polanyi, Herskovits, Firth, Goodfellow, Dalton and Sahlins.

ii) Marxist School of economic anthropology in the 1970s: Introduction to Marxism; Marxism and anthropology; Mode of production as an explanatory paradigm of economic system; the revisionist interpretations of Marxism in anthropology by the French Structural-Marxist school: examining the works of Althusser, Godêlier, Mauilasoux, Terray.

iii) Transformation of non-western economies in the context of colonialism; Dependency school. World-systems theory; Colonial Mode of production, examining the works of Frank, Wallertstine, Alavi, Amin, Wolf and others.

iv) Political Economy / Cultural Marxism: examining the cultural resource; the issue of articulation of the modes of production: Nash, Taussig, Hopkins etc

C. Family, household, gender and economics

Households as natural units; Production and reproduction; Unpaid work: housework, child rearing, care-work; Informal Economy and cheap labor; Internationalization of factory production, Feminization of poverty

D. Globalism and Culture

Globalization, consumerism and the condition of “global field”; globalization and the future of Political Community; the question of cultural identity: Appadurai, Harevey, Ritzer, Robertson, Hall and others

Reading List

This course will expose students to Biological Anthropology as a major sub-field of Anthropology. It will explore the history of Biological Anthropology as well as the central concerns of this sub-discipline with an aim to help students to understand its relationship to other sub-disciplines of Anthropology. The course will make effort to examine the central conceptual issues that have been thought to be relevant for studying human beings biologically. It will also shed light on the critics that have developed so far regarding these concepts.

A. History and emergence of Biological Anthropology as one of the main sub-fields of anthropology.

B. Scope and subdivisions of Biological Anthropology:

C. Human Variation: Biological Variation in Modern Homo Sapiens, Debate and controversy of studying Race.

D. Evolution and variation.
   Evolutionary record: Homo Erectus, Homo Sapiens.
   Genetics and Evolution, Factors of human evolution: Natural selection, Mutation, Genetic Drift and Gene flow.

E. Primate in Biological Anthropology
   Primate behavior; Primatological research: living primates, models for human behavior. Darwinism, Anti-Darwinism, Sociobiology, etc.

F. Recent Critiques on the study of Biological Anthropology:
   Critique of evolutionism.
   ‘Man the Hunter’ vs ‘Women the gatherer’ debate: Critique of the male bias in reconstruction the evolutionary analysis of human.
   Critique to the naturalizing sexual division of labor in Primatology.
   ‘Biology’ vs. ‘Culture’ debate
   Social analysis of Science and the question around the notion of ‘Biological Human’.

Reading List

ANTH 207: BANGLADESH: HISTORY, SOCIETY AND CULTURE
This course will examine, within a broad historical scope, the emergence and the changes of social and cultural characteristics of the people in this region. Instead of treating colonialism as evil or demolishing, this course will consider colonialism in its constitutive features/ effect; also it
will re-examine the claim of the glorious past; such discussions would provide scope for a better understanding of present Bangladeshi society and culture. Theories and concepts from anthropology as well as other disciplines will be combined in an attempt to explore the interrelationships of diverse factors that have shaped the course of history.

A. Meanings of history and different approaches in the study and writing of history
   The concepts of society and culture and their relationships to the concept of History.

B. Posing the problem of historiography: New approach in understanding History.
   Locating the Subalterns as unheard voice on history.

C. Prehistory and ancient history of the region:
   A monolithic claim of eternal culture: Linguistic, ethnic, territorial and racial past of Bengal:
   Construction of Abohoman Bangla or Hajar Bochorer Bangla: Politics of claiming the past
   Claim of blood: Aryan-Non-Aryan debate.
   Claim of land: Locating the territory of Somar Bangla
   Claim of religion: Early Hindu and Buddhist Dynasties, Rise of Islam
   Claim of Caste: Varna, Purity-impurity

D. Colonialism and the community:
   Community as fragmented, diversified, heterogeneous and fuzzy
   Constitutive power of colonialism: new ideologies, arrangements and the old society.
   Transformations through the processes of domination, accommodation, rejection or resistance.
   Peasants, discontent and the changing agrarian relation.
   Bahdrolok, Bhadramohila and the aspiration of nationalism.

E. Nationalism and unresolved question of identity:
   Partition: The moment of capture: stories of violence, tears for the past and jubilation of the future and creation of some “stateless” area called ‘chitmahal’.
   Bengali Muslim: Hopes and dreams and the Celebration of religious nationalism.
   Shattered dreams of religious nationalism: Emergence of secular Bengali and their new nation-state.

F. State, Nation and the ‘Others’:
   Competing national identity: Bengali vs. Bangladesh: resurrection of new Islamic identity
   ‘Others’ of the nation-state: Other in terms of ethnicity, religion, gender, language, class etc.
   Disciplining the ‘Others’: Violence and the stories of inclusion-exclusion.

Reading List

Guha, R., 1982. On Some Aspect of Historiography of Colonial India in Ranajit Guha eds. Subaltern Studies I: Writings on South Asian History and Society, Delhi: Oxford University Press,
ANTH 208: STATISTICS AND COMPUTER APPLICATION

The course will introduce basic concepts of statistics and computer application in anthropology. The relevant ideas of statistics would be explored so that students can grasp the central viewpoints of the disciplines. In the second part of this course basic software for both qualitative and quantitative data analysis will be introduced.

Statistics

A. Introduction and characteristics of statistics;
Scope, importance and limitations of statistics
Nature and scope of statistics in anthropology
Some basic concepts of statistics: statistical observations, statistical population and sample, theory and hypothesis, Levels of measurement: nominal, ordinal, interval and ratio.

B. Sampling: definition and meaning of sampling; Function and importance of sampling; types of sampling; determination of sample size.

C. Data and its presentation: types of data; Collection and classification of data;
Summarization and presentation of data: Frequency distribution and frequency table, proportion, percentage, ratio and rates.

D. Measures of central tendency: mean, median and mode.

E. Measures of dispersion:
Range, variance, mean deviation, standard deviation and coefficient of variation.

F. Correlation and regression

Computer Application

A Introduction to the function of computer: Computer System Fundamentals
Computer Hardware and Terminology: Keywords and technical terms in computer using (Hardware, Software, Information Technology, Internet)
B Practical Exercise
Word Processing Software, Spreadsheets, Databases and Operating System(e.g., MS Excel, Power Point, Internet
Data Analysis with Comprehensive Statistics Software (SPSS), and others

Note: The 'tutorial' marks for this course will be divided between class tests (10 marks) and practical exercises of computer application (10 marks).

Reading List
Freeman, D., 2005 Outlines & Highlights for Statistics

ANTH 301: FOUNDERS OF MODERN SOCIAL THOUGHT
This course will introduce students with the works of seminal thinkers who laid the foundation of modern social sciences. Particular emphasis will be given to the analysis of the social-cultural and political contexts in which ‘modernity’ was formed in Europe in Eighteenth and Nineteenth century. It is against the backdrop of this formation that the works of Georg Hegel, Karl Marx, Emil Durkheim, Max Weber and Sigmund Freud will be discussed. The ways in which the thinking of these classical theorists guided the later development of sociological and anthropological theories will also be scrutinized.

A. Formations of Modernity
Social, Political and Economic forces in Development of modern social thought
Political Revolutions, Development of Capitalism and the Rise of Individualism
Intellectual Forces and the rise of sociological theories
The Enlightenment and the reaction to Enlightenment
The development of Sociology in France, Germany and Britain
B. The context for the emergence of modern social thoughts
Idealism and Imperialism
Hegelian Philosophy
Empiricism and the development of Positivism
C. Karl Marx
Dialectic and historical materialism as a theoretical perspective
Capitalism: Commodities, value and labor
Surplus value theory
Theory of Class and alienation
Frederick Engels: Contribution of Engels to the development of Marxism

D. Emile Durkheim
The Division of Labor and social solidarity
The Rules of sociological method: Social facts, Collective Conscience
Study of Suicide
Search for a ‘positive’ definition of religion

E. Max Weber
Methodology and theory of knowledge in the social sciences
Comparison with Marx
The themes of rationalization and capitalism
Class, Status and Power
Capitalism in Weber’s work: Rationalization, Bureaucracy

F. Sigmund Freud
The structure of mind: Unconscious mind and dream
Theory of sexuality
Psychoanalysis

Reading List

Durkheim, Emile 1953 [1893] The Division of Labor in Society, New York: The Free Press,
Durkheim, Emile. 1897 Suicide. New York: The Free Press
Freud, Sigmund 1918 Totem and Taboo, A. A. Brill
.......... 1985 The Origins of Religion, Pelican
.......... 1900, Interpretation of Dream
Gramsci, Antonio 1996 Selections from the Prison Notebooks, edited and translated by Quintin Hoare and Geoffrey Nowell Smith, Orient Longman, India
Weber, Max 1978 Economy and Society Volumes 1 & 2 G. Roth and C. Wittich (eds), Berkeley: Univ California Press

ANTH 302: PEASANT SOCIETY AND CULTURE

The aim of this course is to engage with the conceptual and theoretical debates that feature the study of peasantry. It will review the theoretical perspectives that scholars have put forward at different times. Attention will be given to the historical moments that made politicians, activists and thinkers aware about the significance of ‘peasant society’ as an important constituent of their enquiry. Special focus will be given on the questions such as: how did anthropologists become interested about the dynamics in peasant society, particularly in Latin American context? What was it that made anthropologist turn their attention from ‘primitive’ to the ‘peasant’? How do
Along with examining the renowned debates (such as ‘Russian debate’) the course will shed light on more contemporary issues. Whereas formation of peasant household, differentiation in peasant society, kinship and social relation etc. will constitute a significant portion of discussion, issues such as impacts of globalization, migration and changing gender relations will also get due attention.

Ethnographic examples from around the world will be taken up; however, dynamics of Bangladesh’s agrarian society will form the core of illustrative discussion.

A. Conceptualizing and Theorizing Peasantry: An overview of the Challenges
   Differentiation and other issues: ‘Russian Debate’ (Works of Lenin, Chayanov, Shanin and others)
   Anthropologists’ contribution to the study of peasant society: Redfield, Foster, Wolf

B. Conceptualization of peasant household and family structures
   Gender division of labour and household labour requirement
   Significance of kinship, marriage and property rights in peasant societies

C. Agrarian Transformation and Technological Change
   Effects of ‘Green Revolution’
   Other significant forms of technological change, e.g. rice processing technology and their implications on differentiation.
   The changes of agrarian structure

D. Globalization and Peasantry
   Impact of market, globalization & state policies on peasantry
   World economy and migration and changing dynamics in peasant societies
   Reconceptualizing peasantry

E. Peasant Movements/Resistance
   State intervention and ‘Peasant’ movements (e.g. Tebhagha, Telengann, Nanka, Tongka and others)
   Peasant resistance
   Class relations in economically differentiated villages

Reading List

Agarwal B. (1994) A Field of one’s own: Gender and land rights in South Asia, Cambridge University Press, USA.
Ortner, Sherry ( ) Anthropology and Social Theory: Culture, Power and the Acting Subject.
Gender is one of the central concepts in the study of Anthropology. This course will examine the concept of gender from different theoretical perspectives and also the significance of this concept in understanding the social inequalities, particularly, universal subordination of women. It will explore the way differences are constructed between women and men and look at how these differences shadow unequal status of women and their exploitation. The course will incorporate the activities, struggles and power of women that change this order by rejecting biological explanations. Women from different class, religious/ethnic communities, kinship status experience subordination differently. This course would expose students to feminist theories and examine these questions through ethnographic writings.

A. The concept of Gender

Biological determinism and sexual identity of women and men: Nature-culture debate

Cultural construction of femininity and masculinity: Sexual division of labour, ideologies of domesticity, religion, norms, socialization.

The concept of ‘patriarchy’, ‘male dominance’ and ‘women’s subordination’;

The myth of ‘Men the hunter’, ‘women the gatherer’ and ‘Men the provider’, ‘women the homemaker’

B. Epistemological foundation of the study of gender: The rise of feminist anthropology

Liberal feminism: Women's subordination is rooted in customary and legal constraints,

Separation of ‘Public’ and ‘private’ spheres, Movements for equal rights and justice

Radical feminism: Patriarchy and its relation to women’s oppression and sexuality, marriage, family, reproduction, motherhood reexamine

Marxist feminism: Devaluation of women’s work, lack of ownership on means of production and capitalist exploitation

Psychoanalytic feminism: The root of women’s oppression embedded deep in her psyche

Oedipus and Electra complex: Male and Female psychology
Socialist feminism: Production, social reproduction, sexuality, socialization of the children

Third world feminism and Black feminism: Caution about ethnocentrism within feminism and anthropology.

Existentialist feminism: Women are oppressed by virtue of ‘otherness’

Postmodern feminism: There is no ‘one, true feminist story of reality’. Recognizing differences, has feminist politics come to an end?

C. Conceptualizing masculinities and metro-sexuality

Postcolonial masculinity, hypermasculinity

Theoretical and methodological approaches

D. Issues in Gender: Violence against women, honor killings, transgender identities, migration, prostitution, pornography, Reproductive health and technology, property rights, etc.

Reading List


Harding, Sandra 1987. Feminism and Methodology, Open University


Hossam, Selina 2002. Bangladesher Meye Shishu (Girl Child in Bangladesh) (in Bengali), Dhaka


Moore, Henrietta 1989 Feminism and Anthropology, Polity press

Mukhopadhyaya, M., 1997. Legally Dispossessed, Kolkata


Standing, H., 1991. Dependence and autonomy, RKP


ANTH 304: ANTHROPOLOGY OF DEVELOPMENT

The main purpose of this course is to examine the key theoretical and conceptual issues in the anthropology of development. However, since ‘development’ itself is a multifaceted venture, the course will briefly introduce students to the core ideas of ‘economic development’ as well as to the perspectives of other social science disciplines. Whereas the main paradigms of development
will be scrutinized in detail, main focus will be on analyzing the ways in which anthropologists can contribute to the theories and practices in international development and public policy. Discussions will proceed with reference to the case studies of development practice, particularly from Bangladesh context.

A. Development: Different meanings and concepts

Semantic History of ‘Economic Development’
Notions of ‘development’ in the history of anthropology: Evolution, culture contact, social change and development
Intellectual heritage of development

B. Growth theories of Economic Development

Development Economics: Classical and neo-classical legacy

C. Paradigms of development

Modernization theories and their limitations
Contributions of Anthropologists and Sociologist toward modernization perspectives
New-Marxist theories of development and under-development
Dependency school and world system theory: Contributions of A.G. Frank, Poul Barran, I. Wallenstein, Samir Amin, and others

D. Anthropology and Development

Anthropology and development come closer: The (hi)story of an ‘unhappy’ relationship
From ‘Applied Anthropology’ to ‘Anthropology of Development’

E. Changing Perspectives of Development

‘Sustainable Development’: The politics of environmental sustainability
The case of ‘Green Revolution’
The anthropology of environmentalism and conservation

Gender and Development: Feminist perspectives and development practices

F. Recent debates and new directions

‘Poverty’ as a main issue in development thinking
‘Power’ in Development theories: the issues of ‘participation’, ‘empowerment’ and others
NGOs in development practice
Human Development: A new paradigm or the reproduction of the old ones?
Capability Approach: Development as freedom: Amartya Sen’s contribution to contemporary development thinking
Agency, structure and ‘Wellbeing’: contemporary perspectives

G. Political Economy of International Development and Aid Industry: Structural Adjustment Programmes, Washington Consensus and post-Washington consensus
Role of state and market in Development: Neo-liberalism examined

H. Anthropological critiques of development: post-modernism and after
Development as discourse: subverting the discourse
A review of the works of Ferguson, Hobert, Escober, Sachs, Rahmema and others

I. Toward Synthesis: Anthropologists within Development

J. Anthropology of Bangladesh Development Experience

Reading list:
Epstein , Scarlett , 1962 Economic Development and Social Change in South India, UK Manchester Univ. Press
ANTH 305: RELIGION AND SOCIETY

Religion has been an important area of theoretical concern for anthropologists since the formation of this discipline. Seminal social thinkers such as Marx, Weber and Durkheim have also sought to address the question of the role that religion plays in the functioning of society and in historical processes. Given the fact that religious beliefs, practices and institutions still constitute an important part of social reality (or contribute towards the constitution of that reality) in many parts of the world, they can hardly be explained away as epiphenomena. Instead, it is necessary to examine religions in terms of their internal system of symbols and meanings as well as in terms of the relationships of religious practices and institutions to social processes. This course will survey some of the main conceptual issues in, and theoretical approaches to, the study of religion, and will examine the characteristics of religious ideas, practices & institutions and their relationships to other aspects of social life in specific contexts. Attention will also be paid to the ways in which religion relates to globalization, power and change in the contemporary world, with consideration of some of these issues in context of Bangladesh.

A. Conceptualizing religion: When can beliefs, practices and institutions be termed ‘religious’?
   Typologies of religious beliefs, practices and institutions

B. 19th-Century studies on the origins and evolution of religion: Tylor, Frazer, Muller, Spencer

C. Religion and the maintenance of social order
   Religion and solidarity: Durkheim
   Religion as ideology: Marx

D. Mind and myth
   Myth in primitive psychology: Bronislaw Malinowski
   Meaning of myth: Levi Strauss
   Analyzing illusion: Freud

E. Symbols, meanings and ritual
   Religion as a system of symbols and meanings: Geertz
   Ritual as action: Turner, Roy Rappaport, Bloch

F. Witchcraft and personal experience
   Personal symbols and religious experience: Gananath Obeyesekere.

G. Religion, modernity and change in a globalizing world
   Capitalism, colonialism and Christianity: Weber, Comaroff and Comaroff, Taussig Islam and the contemporary world order: Asad, Said, Saba Mahmud

G. Religion, society and politics in Bangladesh
Required texts


Further Reading List

Tylor, E. B., 1913, orig. 1871, Primitive Culture. London: Murray

ANTH 306: POLITICAL MOVEMENTS AND COLLECTIVE IDENTITIES

This course examines, the problematic of political movement and collective identity with a focus on ethnicity, the imagination of the nationhood/ national cosmology and other forms of identity and body politics. With a reading of a range of different historical and ethnographic material, an attempt is made to closely look at questions such as how different forms of collective identity is formed (i.e. ethnic group formation, nationalism or sun-nationalism movements etc), what we need to consider as important factors in the formation of collective identity as such and where can we locate human agency in such constructions. This course provides a wide reading of some of the major political trends/ issues/ movement that affect the interconnected world today.

A. Ethnic and its myth symbol complexes.
   Major theoretical position on ethnicity (Modernist vs. primordialist).
   Ethnicity as a form of performance
   Subjective and objective conditions of ethnicity
   The cultural construction of ethnic and national identities

B. The imagination of nation.
   Nationalism in Europe, America and Russia.
   The rise and spread of nationalism in Asia and Africa.
   Post-colonial readings of anti-colonial nationalism.
   Internal colonialism and ethnic/nationalist movements within modern new nation-states.
   Case studies of different forms of ethnic/ nationalist/ identity politics

Reading List


ANTH 307: LANGUAGE, SOCIETY AND CULTURE

At the beginning concerns among many of the anthropologists were, why and how language could be useful in the study of culture. Later, language both as an independent system and as a part of the culture became a significant field of inquiry. This course will consider those diversified theoretical developments in study of language. However, understanding of the relations of meaning eventually leads to the understanding of the relations of power. Parallels between the social transformation and that of the language will also be addressed in exploring the relationship between society, culture and language.

A. From Anthropological Linguistics to the Linguistic Anthropology;
   Boas in recognizing the significance of language in Anthropology;
   On the relationship between language and culture: Sapir-Whorf hypothesis. Attempt in understanding the speaking: Hymes.

B. Theoretical concerns in understanding Language
   Structural Perspective and the Sub systems of Language: Phoneme, Morpheme, Semantics, Syntax.
   Language as a system of sign: Saussure.
   Language and the search for mathematical principles: Levi-Strauss.
   Transformational-Generative Grammar: Chomsky.
   Language mediating between psychological and social: Vygotsky.
   Meaning through dialogue: Bakhtin.

C. From Language to Culture and Power:
   Exploring the relations of meaning and relations of power;
   From Language to Culture and Meta-language: Barthes’ semiotics.
   Not alone Language but Discourse: Foucault on Power and Knowledge.

D. Social Historical approach in studying Language;
   Relationship of Language to diverse social categories, i.e., Gender, Class or Ethnicity etc.
   Grand socio-political transformations (i.e., colonialism, avant-garde) and their impact on Language.

Reading List:
ANTH 308: ETHNOGRAPHY: SELECTED TEXTS

The production of ethnographic texts continues to be an integral part of the anthropological enterprise. However, ethnographies are no longer viewed merely as descriptive accounts of particular communities. The entire process from fieldwork to the writing of ethnographies and their publication has come under much scrutiny in recent decades. While both the politics and poetics of classic ethnographies continue to be examined critically, new experimental modes of ethnographic research & writing are also being developed. This course will examine some key issues surrounding the writing and reading of ethnographies on the basis of a few selected texts (both classics and contemporary ethnographies).

A. Ethnography as a writing process
B. The epistemology of ethnography: the question of freedom to encounter the world
C. Interpretive ethnography and critical Ethnography
D. Selected Texts:

(The course teacher will select two texts from the different genre following list for intensive reading)

Bal, Ellen. 2007. They ask if we eat Frogs: Garo Ethnicity in Bangladesh, Singapore: Institute of Southeast Asian Studies.
Evans-Pritchard, E. E. 1940. The Nuer, Oxford University Press

27


Mead, Margaret. 1928. *Coming of Age in Samoa*. Morrow Quill


Nur Yelmin. 1976. *Under the Boo Tree*


Additional Reading List:


**ANTH 401: CONTEMPORARY THEORETICAL TRENDS IN ANTHROPOLOGY**

This course will address the radical theoretical, methodological and disciplinary reorientation of anthropology through the rejection of modern science and knowledge system. It offers critical philosophical reflections of anthropological debate and, demonstrates a novel project of anthropological understanding has come into being through absolute dissatisfaction in western civilization and humanism. The celebrated ‘Post-ist’ protagonists and their predecessors ranging in varied genres have to be brought into light before the students.

A. Epistemological foundation of contemporary theories in anthropology

- M. Heidegger: Critique of metaphysics and contribution to ontology.
- Nietzsche: Doctrine of will to power, rejection of liberal reason and the rational foundation of western civilization.
- Modernism – Habermas: Critique of Enlightenment, rationality and knowledge

B. Structuralism and Psychoanalysis

- Return to Freud: Lacanian reinterpretation of Freudian tradition in the Real, the Symbolic and the Imaginary, Louis Althusser, Alain Badiou
- Lacanian analysis in feminism: Judith Butler, Julia Kristeva, Irigaray

C. Post-structuralism

- B. Barthes: Semiotics and the idea of deconstruction of linguistics; practice of writing; author and writer; the death of the author
- Deleuze: the idea of “writing”; deconstruction of logocentrism; the idea of ‘theatre of cruelty’ and deconstruction of traditional theatre; the notion of decentering; the idea of free-play.

D. Euro-American post-modernism

- M. Foucault: The course of history reexamined
- Archaeology of knowledge; relation of power and knowledge; the problem of objectification of subject; theory of sexuality
- Lyotard: Rejection of grand narratives
- Fredric Jameson: Post-modernism – *The cultural logic of late capitalism*
- Baudrillard: Notion of simulation
- Godfrey Lienhardt: Construction of self in the process of constructing other
E. Post-modernism in the ex-colonies
   The west as orientalizing
   Anti-colonial discourse
   Post-modernism in anthropology questioned

F. Post-colonial theory: Locating post-colonial theory and practice; problems in current theories of colonial discourse; universality and difference; representation and resistance; indignity;
   Gayatri Spivak (Marginality and post coloniality), Chandra Mohanty (post colonial discourses),
   Dipesh Chakrabarty (post coloniality and Indian ‘Pasts’, Stuart Hall (Cultural identity), Arif Dirlik (Third world and global capitalism)

Reading list
Asad, Talal and John Dixon, 1985. Translating Europe’s Others,’ in Francis Barker et al (eds), Europe and Its Others, Vol 1, Essex Sociology of Literature conference, Essex, Colchester,
Lila Abu Lughod Writing against Culture in Recapturing Anthropology Fox, Richard (Ed.),
Lazreg, Marnia, 1977. Feminism and Difference: The Perils of Writing as a Woman on Women in Algeria’ in Marianne Hirsch and Evelyn Fox Keller (eds) Conflicts in Feminism, Routledge, London,
Macn. Lata, 1989. Contentious Traditions: The Debate on Sati in Colonial India,’ in Kumkum Sangari and Sudesh Vaid (eds), Recasting Women, New Delhi,

ANTH 402: APPLIED ANTHROPOLOGY

This course explores applied anthropology as a field of study. The course would review the history of ‘application’ in anthropology, examining the theoretical, methodological, ethical and political problems that have been encountered by the anthropologists. It looks at the ways anthropologists are involved in the field of development, being involved in devising, implementing and monitoring policies affecting human lives. Special focus will be given on applied anthropology in Bangladesh.

A. Anthropology in Application
   Introduction to Applied Anthropology: Definition, scope and history
   Debate over the distinction and relationship between ‘academic’ and ‘applied’ anthropology
Relationships between method, theory, application and practice

Domains of Applied Anthropology

B. Action Anthropology and Participatory Approaches

Action research and action anthropology

Example: The Fox project and others

New directions: Practice and change

C. Anthropology and Development

Anthropologists as change agent, advocates, consultants

Anthropologists working within agencies

Anthropological critiques of development

D. Public policy

The meaning and context of policy

Policy as a new field of anthropology

Culture and policy

E. Recent Trends & Techniques in Applied Anthropology

Ethnography and ethnographic representation (Auto ethnography, Applied ethnography, Post Modern Applied ethnography)

Participatory Approaches and Researches (i.e. AR, PAR, PRA, RRA)

Actor oriented Approaches, Actor Learning Matrix

ICT (Information and Communication Technology) in Applied Anthropological Researches

F. Monitoring, Evaluation & Report Writing

Tools in Monitoring and Evaluation

Writing Research Proposal and Reports

G. Applied Anthropology in Bangladesh

History and scope of application of anthropology in Bangladesh

Significance of applied anthropology in of Bangladesh

Contemporary trends

Reading List


Denzin, Norman and Yvonna Lincoln (ed) 1992 Handbook of Qualitative Research, Sage Publications.

Ervin, Alexander 2006 Applied Anthropology: Tools and Perspectives for Contemporary Practice. Boston:


ANTH 403: URBAN ANTHROPOLOGY

This course will examine the deep historical processes under which cities have emerged and urban life has become an inevitable way of human life. The course would address the central concepts of urban anthropology such as urbanism and urbanization, which would help expose the particularly and distinctiveness of urban ways of life. The theoretical perspectives of anthropology will be used as basic means to address urban anthropology as specialized field of anthropology. System of kinship, family and other social organization will be especially focused to reveal distinctive ways of urban life.

A. Emergence of urban anthropology as specialized field of anthropology

Rise of Urban anthropology, Scope of Urban anthropology, Basic Concepts of Urban anthropology: Urbanism; Urbanization, Difference between city and urban, Relation between Modernization and urbanization

Social life of cities: town, city, megacity, metropolitan city, municipality and semi-urban area.

B. Emergence of cities in human societies and its impact on human life:

Max Weber, Redfield, Louis Wirth.

C. Kinship, family and community life in Urban setting

D. Urban class, social stratification, status group, Political organization and ethnicity in urban area.

E. Political Authority of the city:

Local government systems and urban governance.

F. Migration from rural to urban area and its impact on city life:

'Slum' (‘Bastee’), specificity and particularity of emergence of slum and slum dwelling. Slam dwellers as distinctive urban population Politics of slum in the urban area.

Urban poverty and the culture of poverty.


H. Contemporary issues in urban anthropology:

Cyber space, City Space, Cyber Culture, Cosmopolitanism, Cosmopolitan culture and public Culture.
I. Urbanism and Urbanization Process in Bangladesh.

Reading list

Dwyer, D. J. The City in the Third World. New York: Barnes and Noble, 1974
Gurkin, P. Urban anthropology: Perspective on Third World Urbanization and Urbanism. Van Goroum and Co; The Netherlands, 1976

ANTH 404: SOUTH ASIAN SOCIETY AND HISTORY

The course will address the approaches and concerns in the trajectory of South Asian Studies. Firstly, setting out from the debate around defining South Asian Society and what consist the South Asian identity, the context of emergence of the South Asian Studies and socio-political significance of Indology in the understanding of ‘South Asia’ would be discussed. Secondly, the politics of modernization project and its implications on South Asian people would be focused. How religious reform, gender differentiation and the women’s question during 19th century, middleclass formation, growth of nationalism, riots and partition of 1947, birth of post-colonial nation states are connected with modernization project of the colonial state will be revealed. In the third section, a selective reading of Subaltern Studies Collective will be delivered since this group has offered a new approach of social history in studying the subalterns in the context of South Asia. Consequently, the problem of subaltern historiography and the decline of the subaltern will be explored as well. Fourthly, Bangladesh with a specific emphasis will be addressed. The whole section will be devoted in exploring the state, nationalism, the people’s marginality and resistance in contemporary Bangladeshi society.

A. Defining South Asia
   Debate of defining South Asian Society; the context of emerging South Asian Studies
   Indological Heritage of South Asian Studies: definition, scope and areas of Indology;
   Socio-political significance of Colonial Indology in the understanding of ‘South Asia’: Chakravarty

B. Caste and Stratification: The Central Concerns in Classical South Asian Studies
   Key concepts in understanding caste and stratification: purity and pollution, varna
   Caste as an ideology and structure: Dumont
   Nicholas, Srinivas, Sylvia Vatok
   Socio-political transformations in rural life and their impact on caste and stratification:
   Village studies in the seventies and eighties.
   (Students will be offered at least three ethnographies and will be asked to link them with Dumont as well as Fuller to grasp a comparative perspective on caste and stratification.)
   Reassessing the complexities of ‘Caste’: Fuller
Colonial construction of ‘Caste’: Dirks

Why modernity project introduced in India? Why religious reform become a central focus in the colonial period in India to modernize India. Asish Nandi, Lata Moni.

Religion and Politics of Identity
How the violence of riots and partition and identity politics affect post-colonial societies and subjects.

Religion Revivalism
 Ganendra Pandey, Partha chatterjee, Ashis Nandy.

Gender, Law and the Women’s question
Modern gender differentiation and new family. Sexuality and gender in formation of nationalism
Partha Chatterjee, Tanika Sarkar

D. The problem of colony and historiography
New approach in understanding ‘South Asia’; core issues of Subaltern studies; elitism in Indian history etc. Early works of Cohn, and Guha in the 1970s and 80s
Studies on ‘South Asian History and Culture’ after 1990s
Locating the subalterns as heterogeneous entity and exploring her relation with colonial and post-colonial state and nationalism
Partha Chatterjee, Dipesh Chakravarty, Spivak

E. Bangladesh perspective
Problem of nationalism and ethnicity, state and statelessness, Dominance, marginality and resistance with specific reference religion, class, gender, and ethnicity in the interpenetrated state

Reading List:
Chatterjee, Partha. 1990. The nationalist resolution to the women’s question: Recasting women : Essays in colonial history, New Brunswick, nj, Delhi: Permanent Black.
Metcalf, Thomas R The age of Reform: ideologies of the Raj.
Nandy, Ashis, Sat: A nineteenth century tale of women, violence and protest, Ram Mohan Roy and the process of Modernization in India.
ANTH 405: MEDICAL ANTHROPOLOGY

This course introduces medical anthropology ranging from biological to cultural, economic and psychosocial factors affecting individual and public health. It will introduce the students to the basic concepts and theoretical paradigms of medical anthropology and their relationship to, and integration with, other health sciences. Furthermore, the course would enable the students to use the methods, theories and insights of anthropology to understand current local and global health problems, politics and concerns.

A. Introduction to Medical Anthropology: Origin, Background and Development

Medical anthropological response to recent epistemological/anthropological crisis

Rationalist and empiricist paradigm in anthropology (especially Levi-Strauss on rationality)

B. Basic Concepts in Medical Anthropology: Disease; Illness; Health; Sickness; Medical Pluralism; Ethno-medicine; Epidemiology, Cultural Epidemiology

C. Perspectives in Medical Anthropology: Bio-medical/clinical perspectives; Ecological perspectives: Culture as Environment; Ethno-medical perspectives; Feminist perspectives

D. Approaches to Medical Anthropology: Folk beliefs model; Cognitive model; Interpretative model; Critical model/post modern model.

E. The Hospital Ethnography

Colonial and post-colonial context of disease and medicine: Historical and colonial construction of 'medicine' (preventive and curative approaches)

Institutionalization of bio-medicine in the Third World

F. Power, Knowledge and Medicine: Foucauldian formulation of medical gazes, discourse and power

G. Food and Nutrition: Bio-medical Discourse of Food and Nutrition: Cultural construction of food and nutrition; Factors determining nutrition such as food intake, child caring eating behavior and Socio-economic conditions; Political economy of nutrition
I. Indigenous Health Knowledge: Western orthodox and indigenous medicine
J. Gender and Health:
   Modern medicine and construction of women body (abortion, family planning and menopause).
   Gender, cultural ideology and different medical practices
   Social and cultural dimensions of infectious disease
K. Pharmaceuticals and Production of drugs
L. Medical anthropology and Public Health
M. Contemporary issues in Medical Anthropology: Organ Transplantation, Trafficking of Human Organ, Infectious Disease, Mental Health, Disability,
N. Medical Anthropology in Bangladesh

Reading List
Hardon A. et al. (Eds.), 2001. Applied health research: Anthropology of health and healthcare (pp. 2-6).Amsterdam: Het Spinhuis.
Scheper-Hughes, Nancy 1990, Tree Propositions for a Critically Applied Medical Anthropology, Social Science and Medicine, 30: 189-197.

ANTH 406: ENVIRONMENTAL ANTHROPOLOGY

This course would examine environment from an anthropological perspective. A close look at the relationships between human being, nature and culture will be the central focus of the course. It will also emphasize on how people perceive the environment around them and how they cope up with it.

A. Anthropological Approaches to the study of the Environment:
Introduction to Basic concepts: Adaptation and Culture, Human and Environment, Ecosystem and Subsistence, Nature, Culture and Society

B. From Cultural Ecology to Ecological Anthropology:
   Theories of Julian Steward, Leslie White, Elman Service and Marshall Sahlins, Clifford Geertz, Marvin Harris, Roy Rappaport, John Bennett, Emilio Moran, Roy Ellen, Benjamin Orlove

C. The Idea of Environmentalism:
   Ecofeminism, Sustainable Development: Climate Environment and Development; Biodiversity Conservation, Environmental Ethics, Post-modern Environmental ethics

D. Methods of Environmental Anthropology:
   Use of Geographic Information System (GIS), Remote Sensing (RS), and Satellite Imagery etc.

E. Studies of Human Adaptability in different Ecosystem:
   Arctic Zones, High Altitudes, Arid Lands, Grasslands and Humid Tropics

F. Global Environmental Issues:
   Environmental Degradation, Natural and Man-made Disasters, Bio-Hazards, Nuclear Hazards, Deforestation, Environmental Politics, Environmental Movements around the world: UNEP, Green Peace and other Environmental NGOs

G. Bangladesh Context:
   Arsenic Contamination in Ground Water, Cyclones and Floods, Urban Environmental Degradation, Deforestation, etc.

H. Current Trends in Ecological Anthropology:
   Political ecology, Historical Ecology, Human Ecology

Reading List

Ellen 1982: Environment, Subsistence and System, Cambridge: Cup
Geertz 1963: Agricultural Involution, Berkeley: UC Press
…….. 1999, Disaster Subculture: A Study in a Coastal Village in Bangladesh, Studies in Ethnology, 30 (1-17)
Kroeber, A.L. 1939: Cultural and Natural Areas of Native North America, Berkeley: UC Press
Moran 1996: Transforming Societies, Transforming Anthropology: Ann Arbor: UMP,

ANTH 407: EMERGING ISSUES

This course will focus on selected issues both at global and local levels. The course teacher is entitled to select 4-5 issues. Some examples could be as:
ANTH 408: DISSERTATION

The aim of this course is to train students in identifying research problems, and in exploring them conceptually as well empirically through guided reading and fieldwork. As part of this course, each student will submit a research proposal at the beginning of the academic year, and upon approval, will carry out research under the supervision of a faculty member from this department and will submit a research monograph at the end of the 4th year (specific deadline to be set by the Part-IV Examination Committee).

The monograph should be typed in 1.5 or double-space approximately of 15,000-25,000 words, containing a discussion of the research problem in the context of relevant literature, along with a discussion on research area(s), fieldwork methods employed, and findings, a bibliography of all books and articles consulted would be included. Tables, charts, maps and appendices may be included if and when necessary.

Note: 70 marks will be allotted for the assessment of a monograph compulsory for each student that will be written having fieldwork completed. Further, 20 marks will be allotted for viva voce which is to be conducted by a board consist of members of the Part-IV Examination Committee while 10 marks will be given by the supervisor based on the performance of the student’s with regards to consistency of keeping the fieldwork in consultation with supervisor.