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**MSS in Archaeology (One year)**

Course Number	Course Title	Unit	Marks
501	Archaeology of Bangladesh II (Mediaeval and Colonial Period)	Full	100
502	Ethnoarchaeology	Full	100
503	People and Culture of Ancient Bengal	Full	100
504	Epigraphy and Numismatics of Mediaeval Bengal	Full	100
505	Advanced Museum Studies	Full	100
506	Archaeological Heritage Management and Tourism	Full	100
507	Architectural Conservation	Full	100
508	Politics of the Past	Full	100
509	Gender in Archaeology	Full	100
510	Archaeology and Folklore	Full	100
511	Contemporary Themes and Issues in Archaeology	Full	100
512	Archaeometallurgy of South Asia	Full	100
513	Practical: Museum Education and Archaeo-Chemistry	Full	100
514	Archaeology of Buddhism	Full	100
515	Thesis	Full	100
516	Viva Voce	Half	50
<b>Total marks</b>			<b>1550</b>
<b>Please Note: A student has to take courses equivalent to 750 Marks</b>			




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<b>Course Title</b>	: <b>Archaeology of Bangladesh II (Medieval and Colonial Period)</b>
<b>Course Code</b>	: ARCH 501
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

- To learn about the cultural perspective and timeframe of historical time frame of medieval and Colonial Period of Bengal and Bangladesh
- Learning on late medieval archaeological records of Bengal – types, classifications and patterns of both religious and secular records.
- To gather Knowledge on identification of colonial archaeological records of Bangladesh with special reference to archaeological significance.
- To learn about broader unit of archaeological units like habitations, markets and urban development

### Learning outcomes

Completing the course students will be able to

- Identify the relationships and difference between late medieval and colonial archaeological records of Bangladesh
- Knowledge on diversity and process of development of archaeological records in course of time and space.
- Understand the socio cultural, political religious and economic aspects contributed in cultural life styles and process
- Research on archaeology, historical architecture, urban archaeology and cultural studies.

### Contents

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#### Unit 1: Archaeological sites of West Bengal

Gaur, Pandua, Triveni (different architecture and art appreciation)

#### Unit 2: Archaeological sites of Bangladesh (Sultanate Period)

i. Sonargaon region

Archaeological sites at Mograpara, Archaeological sites at Moazzampur, Archaeological sites at Bandar, Galdi mosque.

ii. Greater Rajshahi region

Archaeological sites at Chapainawabgong (different architecture and art appreciation), Bagha mosque and madrasa complex, Kusumba mosque.

iii. Greater Khulna Jessor Region

Archaeological sites at Bagerhat (different architecture and art appreciation)  
Archaeological sites at Barobazar (different architecture and art appreciation)

#### Unit 3: Archaeological Sites of Bangladesh (Mughal Period)

Different architecture and art appreciation ( mosque, tomb, temple and fort)




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**Unit 4: Archaeology of Bangladesh (Colonial Period)**

Archaeological sites at Sonargaon (Panam City),  
Different architecture and art appreciation (mosque, church,  
palace, official buildings)

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**Recommended Readings**


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- Cunningham, A. (1936) *Archaeological Survey of India Report* (of a Tour in Bihar and Bengal in 1879-80), vol. XV. Delhi: Archaeological Survey of India.
- Dani, A. H. (1961) *Muslim Architecture in Bengal*. Dacca: Asiatic Society of Pakistan.
- Hasan, A. (1904) *Notes on the Antiquities of Dacca*. 1904.
- Husain, A B M (1997) *Gaur-Lakhnawti*, Dhaka: Asiatic Society of Bangladesh.
- Husain, A B M (1997) *Sonargaon- Panam*, Dhaka: Asiatic Society of Bangladesh.
- Karim, A. (1985) *Social History of the Muslims in Bengal-Down to AD 1338*, (2nd revised ed.) Chittagong: Baitus Sharf Islamic Research Institute.
- Khan, H. U. (1988) *Terracotta Ornamentation in the Muslim Architecture of Bengal*.
- Nazimuddin Ahmad (ed.) (1979) *Bangladesh Archaeology*, No.1, Dacca: Dept. of Archaeology, Bangladesh.
- Rahim, M. A. (1963) *Social and Cultural History of Bengal, vol. I*. Karachi: Pakistan Historical Society.
- Sarkar, Jadunath (1943) *The History of Bengal*, vol. 2. Dacca: University of Dacca.
- Spate, O. H. K. (1954) *India and Pakistan (a General and Regional Geography)* London: Methuen.
- করিম, আবদুল (১৯৭৭)। *বাংলার ইতিহাস (সুলতানী আমল)*। ঢাকা: জাতীয় সাহিত্য প্রকাশ।
- শাহনাওয়াজ, এ কে এম (২০১০)। *বাংলাদেশের সাংস্কৃতিক ইতিহাস*। ঢাকা: নভেল পাবলিশিং হাউজ।
- রহিম, এম এ (১৯৮২)। *বাংলার সামাজিক ও সাংস্কৃতিক ইতিহাস ১-২খণ্ড*। ঢাকা: বাংলা একাডেমী।



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<b>Course Title</b>	: Ethno-archaeology
<b>Course Code</b>	: ARCH 502
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

The objective of the course is to teach the student the history and theory of ethno-archaeology. Student will learn the basic concepts of traditional culture of ethnic communities. They will also know some selective ethnic communities of Bangladesh and India. Selective case studies on ethno-archaeology are important issues of this course 'ethno-archaeology.'

### Learning outcomes

On successful completion of the module, students will be able to:

- Learn the history and theory of ethno-archaeology.
- Learn basic concepts of traditional culture of ethnic communities.
- Know the ethnic communities of Bangladesh.
- Know the traditional culture of the selective ethnic communities of Bangladesh.
- Know the traditional culture of selective ethnic communities of India.
- Study selective case study on ethno-archaeology of Bangladesh, India and South Asia.

### Contents

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#### Unit 1: Introduction

Definition, scope and limitations of ethno-archaeological research. Role of ethnographic evidence in the interpretation of archaeological record and reconstruction of past societies and culture.

#### Unit 2: Development of Ethno-archaeological research

Development of Ethno-archaeological research as a frame of reference in recent archaeological research. Middle Range Theory and Ethno-archaeology. Ethno-archaeology and finding Contextual meaning: Ethno-archaeology in post-processual archaeology. Different aspects of finding meaning in the Past through Ethno-archaeology.

#### Unit 3: Social institutions

Important social institutions: Family, Kinship, Caste, Tribe, Totem, Magic, Religion.

#### Unit 4: Ethnic communities in Bangladesh

Introduction to Ethnic communities in Bangladesh.  
Case Study: Garo, Chakma, Santals

**Unit 5: Living past**

South Asia's living past.

**Unit 6: Case studies**

The Pardhis: a hunting-gathering community of Central and Western India.  
 Survival of hunting-gathering tradition in the Ganga Plains and Central India.  
 Patterns of human adaptation in the semi-arid and arid zone of Rajasthan.  
 Chalcolithic architecture at Inamgaon, Walki and Wari-Bateshwar: an ethno-archaeological Study  
 Ethno-archaeological study at Bhimbetka region.  
 Kalinga pottery: an ethno-archaeological study.  
 Ethnographic studies in South Asia.  
 Ethno-archaeological study at Kagijipara.  
 Megalithic monuments of Jaintapur, Sylhet and the burial practices of contemporary Khasias.  
 Ceramics from Mahasthan and surrounding region: an ethno-archaeological study  
 An ethno-archaeological study on ceramics of Wari-Bateshwar, Bangladesh.

**Recommended Readings**

- Ahmed, B. Hoque, M. M. and Paul, A. B. (2000) Jaintapur megalithic sanskriti: ekti jatipratnatattk samiksha. *Pratnatattva*, 6: 39-52.
- Allchin, B. (1994) South Asia's Living Past. In *Living Traditions*. New Delhi: Oxford and IBH Publishing Co. Ltd.
- Binford, L. (1978) *Introduction, Nunamiut Ethnoarchaeology*. New York: Academic Press.
- Binford, L. (1983) *In Pursuit of the Past*. London: Thames and Hudson.
- Camaroff, J. and Camaroff, J. (1992) *Ethnography and the Historical Imagination*. Boulder: Westview Press.
- Gould, R. A. (1978) Beyond analogy in ethno-archaeology. In: *Explorations in Ethno-archaeology*. Albuquerque: University of New Mexico Press.
- Griffin, P. B. and Solheim, W. G. (1990) Ethno-archaeological research in Asia. *Asian Perspectives* 28(2): 145-161
- Hodder, I. (1993) *Theory and Practice in Archaeology*. Cambridge: Cambridge University Press
- Hoque, M. M. (2009) Interpretation of megalithic archaeological records: an ethno-archaeological study on the basis of present burial practices in the Khasia community at Jaintapur, Bangladesh. *Pratnatattva*: 15: 11-17.
- Kramer, C. (ed.) (1980) *Ethnoarchaeology: Guilford Survey*. USA: Columbia University Press.
- Misra, V. N. (1994) *Patterns of human adaptation in the semi-arid and arid zone of Rajasthan*. In B. Allchin ed. *Living Traditions*. New Delhi: Oxford and IBH Publishing Co. Ltd.
- Nagar, M. (1975) The role of ethnographic evidence in the reconstruction of archaeological data. *Eastern Anthropologist* 28(1): 13-22.
- Nagar, M. and Misra, V. N. (1993) The Pardhis: a hunting-gathering community of Central and Western India. *Man and Environment* XVIII (1): 113-144.



- Nagar, M. and Misra, V. N. (1994) *Survival of hunting-gathering tradition in the Ganga Plains and Central India*. In B. Allchin ed. *Living Traditions*. New Delhi: Oxford and IBH Publishing Co. Ltd.
- Orme, B. (1973) Archaeology and ethnography: the explorations of cultural change. In: *The Explorations of Culture Change: Models in prehistory*. Derkwarth.
- Paddayya, K. (1990) *The New Archaeology and Aftermath: a View from Outside the Anglo-American World*. Pune: Ravish Publishers.
- Rao, N. (1994) Subsistence and associated settlement pattern in Central India. In B. *Living Traditions*. New Delhi: Oxford and IBH Publishing Co. Ltd.
- Aktar, R. (2008) Ceramics from Mahasthan and Surrounding Region: an Ethnoarchaeological Study. *Pratnatattva*, 14: 57-72.
- Skibo, J. M. Schiffer, M. B. and Kowalski, N. (1989) Ceramic Style Analysis in Archaeology and Ethnoarchaeology: Bridging the Analytical Gap. *Journal of Anthropological Archaeology* 8: 388-409.
- Stiles, D. (1977) Ethnoarchaeology: a Discussion of Methods and Applications. *Man* 12: 88-103.
- Trigger, B. (1989) *A History of Archaeological Thought*. Cambridge: Cambridge University Press.
- Zulkernine, S. M. (2009) An Ethno Archaeological Study on Ceramics of Wari-Bateshwar, Bangladesh, *Pratnatattva*, 15: 35-44.



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<b>Course Title</b>	: <b>People and Culture of Ancient Bengal</b>
<b>Course Code</b>	: ARCH 503
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

It is very important to know a nation's past. Bengal has a vibrant culture since Early Historic Period. Our bright past can shed light on its future. Therefore, we have introduced this course for the students as they can know about their people and culture.

### Learning outcomes

On successful completion of the module, students will be able to:

- Know about the people of ancient Bengal.
- Know about the culture
- Understand the pluralism in a society.

### Contents

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#### Unit 1: Sources for study of people and culture of Bengal

Types of sources for the study of the course: epigraphical records, accounts of travelers, pauranic texts (Brahmavaibarata purana, Devibhagabata purana), literature (Ramcharitam, Subhasitaratnakosha, Aryasaptasati)

#### Unit 2: Geographical divisions of ancient Bengal

Pundrabhardhan, Varendra, Gauda, Radha, Samatata, Vanga, Candradvip, Harikela, Pattikera

#### Unit 3: Who were the original inhabitants of ancient Bengal?

The Santals, the Bagdis, the Bhims, the doms, the Kols, the Mundas, the Shabars, the Pulindas, the Nishads, etc.

#### Unit 4: Caste system and social codes

Caste system during Gupta, Pala, Chandra, Sena, Varman Periods.  
Social codes of Jimutbahana, Bhattadeva etc.

#### Unit 5: Social status and life style of lay people

Condition of society before the advent of the Sanskritic spoken people (Aryan), Sanscritization and social change, picture of the society during post Gupta, Pala, Kadga, Deva, Chandra, Sena, Varman Periods. vi. Methods of documentation

#### Unit 6: Everyday life of the people

Food habit, attire, amusement, festival, etc.  
Everyday life and culture of indigenous groups.




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**Unit 7: Social and family status of women and their rights**

Position of women reflected in Sanskrit literature, life of village women, role of women in religious life, etc.

**Unit 8: Indigenous religion and cult worship**

Naga cult, Tree worship, Village deities, Dhvaja worship, Dharmathakur, Carak worship, Shavarotsab, Vratas, etc.

**Unit 9: Clashes and interactions of the orthodox and the indigenous religions**

Struggle for survivals

Interaction between orthodox and indigenous religions.

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**Recommended Readings**


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Chowdhury, A. M. (1967) *Dynastic History of Bengal*. Dacca: Asiatic Society of Pakistan.

Das, S. (1980) *Socio-economic Life of Northern India (c. A.D. 550 to c. A.D. 650)* New Delhi: Abhinav Publications.

Husain, S. (1968) *Everyday life in the Pala Empire*. Dacca: Asiatic Society of Pakistan.

Husain, S. (1985) *The Social Life of Women in Early Medieval Bengal*. Dhaka: Asiatic Society of Bangladesh.

Husain, S. (2011) *History of Ancient Bengal*. Rajshahi: Institute of Bangladesh Studies.

Majumdar R. C. (2006) *History of Bengal, v-I*. Dhaka: University of Dhaka.

Majumdar, B. P. (1960) *The Socio-economic History of Northern India (1030-1194 A.D.)* Calcutta: Firma K. L. Mukhopadhyay.

Rahim, M. A. (1963) *Social and Cultural History of Bengal, vol. I*. Karachi: Pakistan Historical Society.

Rashid, M. H. (2008) *The Early History of South-east Bengal*. Dhaka: Itihas Academy.

Risley, H. H. (1891) *The Tribes and Castes of Bengal*. Calcutta: The Bengal Secretariat Press.

শাহনাওয়াজ, এ কে এম (২০১০)। বাংলাদেশের সাংস্কৃতিক ইতিহাস। ঢাকা: নভেল পাবলিশিং হাউজ।

রায়, নীহাররঞ্জন (১৯৯৩) বাঙালীর ইতিহাস (আদি পর্ব)। কলকাতা: দে'জ পাবলিশিং।

ভূঁইয়া, মো. মোকাম্মেল হোসেন (২০০৩) প্রাচীন বাংলার পোড়ামাটির শিল্প। ঢাকা: দিব্য।






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<b>Course Title</b>	: <b>Epigraphy and Numismatics of Medieval Bengal</b>
<b>Course Code</b>	: ARCH 504
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

Coins and inscriptions are the two important sources for the reconstruction of medieval Bengal History. That is why student should know the medieval epigraphy and numismatic and the application of the coins and inscriptions as a sources of history. It is an advanced course for fifth year student. After completion of master degree if any student wants to be a researcher on medieval Bengal history and heritage or medieval epigraphy and numismatics, this course will be a guide-line for him or her.

### Learning outcomes

On successful completion of the module, students will be able to:

- To understand the main concepts, themes, and approaches that make up the discipline of epigraphy and numismatic.
- To understand how do the legends of coin and inscriptions to be used for explain or interpret history.
- It will be easy to explain the cultural, political, administrative and economic history of Medieval Bengal.

### Contents

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#### Unit 1: Origin and development of Indian Epigraphy

Root from the Muslim epigraphy.

Origin and development of the Sultanate and Mughal Inscriptions in India.

#### Unit 2: Origin and development of Indian Numismatics.

Early coinage system in the world.

Early barter system,

Punch-marked coin, cast coin, metal coin.

#### Unit 3: Beginning of the Medieval Epigraphs in Bengal.

Deferent from the ancient inscriptions and copper-plates.

Inscription introduced by the early Sultans of Bengal.

#### Unit 4: Beginning of the Medieval Numismatics in Bengal.

Influenced by the Delhi and Kabul coins.

Largely circulated silver coin and very few gold coins.

#### Unit 5: Nature and characteristics of Muslim Inscriptions.

Buddhist and Hindu Inscriptions.

Muslim inscriptions originated from Muslim world especially from Ghazni, Iran, Afghanistan.



**Unit 6: Nature and characteristics of Muslim coins.**

Established a central coinage system.  
Admixture from Sultanate coinage of Delhi.  
Character and some assimilation of pre-Muslim coin.  
Originality of Bengal Muslim coin.

**Unit 7: Muslim Inscriptions of Bengal and its Epigraphic style.**

Language mainly Arabic.  
Gradually development of Bengal Inscription from Cufic, Nashks. Taliqh, Nashtaliqh to Tughra.

**Unit 8: Muslim Coins of Bengal and its characteristics.**

Gold coin (commemorative coin).  
Silver coin with some legends.  
The language of the medieval coin.

**Unit 9: Role and significance of inscriptions to reconstruction the history of Medieval Bengal.**

Reconstruction of political, administrative, social, cultural and religious history of medieval Bengal.

**Unit 10: Importance of the Coins and Inscriptions to determine the chronology of political, administrative and economic history of Medieval Bengal.**

Legends Study engraved on the coins and inscriptions  
Determine the chronology of political, administrative and economic history of Medieval Bengal.

**Unit 11: Importance of coins and Inscriptions to reconstruction the Socio-cultural history of Medieval Bengal.**

Making style of coins,  
Quality of metal,  
Art of writings,  
Use of Quranic verse,  
Hindu symbols and the socio-cultural history of Medieval Bengal.

**Unit 12: BakhtiarKhalji`s Coin and its Importance.**

Debate on the date of the invasion of Bakhtier

**Unit 13: Sultan Giasuddin Iwaz Khalji and study his Coins.**

**Unit 14: Sultan Rukunuddin Kaikaus and study his Coins and Inscriptions.**

**Unit 51: Sultan Shamsuddin Firuz Shah and study his Coins and Inscription**

**Unit 16: Study of Coins and Inscriptions of the Ilyas Shahi Rulers.**

**Unit 17: Coins of Danuj Mardana Deva and Mahendra Deva.**

**Unit 18: Study of Coins and Inscriptions of the Husain Shahi Rulers.**




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**Unit 19: Mint-towns of Bengal.**

Name, situation and the importance of the mint-towns.

**Unit 20: Khilafat title in the Bengal Coins.**

Reflection of Islamic ideology and the political diplomacy of the Sultans.

**Unit 21: Inscriptions of Afghan Sultans.**
**Unit 22: Coins and Inscriptions of Mughal Bengal and its characteristics.**

Mughal coins and inscriptions are different from the Sultans of Bengal.

**Unit 23: Secular and Religious character of the Muslim Coins and Inscriptions of Bengal.**
**Recommended Readings**


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Ahmad, S. (1960) *Inscriptions of Bengal* vol. IV, Rajshahi: Varendra Research Museum.  
 Ali, A. K. M. Y. (1988) *Select Arabic and Persian Epigraphs*, Dhaka: Islamic Foundation Bangladesh.

Bhattashali, N. K. (ed.) (1972) *Coins and Chronology of the Early Independent Sultans of Bengal*. Cambridge: University Press.

Bhattasali, N. K. (ed.) (1936) *Catalogue of Coins, Collected by Hakim Habibur Rahman Khan*, Dhaka: Dacca Museum.

Bhattasali, N. K. (ed.) (1936) *Catalogue of Coins, Collected by Sayyid ASM Taifur*, Dhaka: Dacca Museum.

Blochmann, H. (1967) *Contributions to the Geography and History of Bengal*. Calcutta: Asiatic Society of Bengal.

Dani, A. H. (1957) *Bibliography of the Muslim Inscriptions of Bengal*. Dacca: Asiatic Society of Pakistan.

Dutt, C. (1967) *Catalogue of Arabic and Persian Inscriptions in the Indian Museum*. Calcutta: Indian Museum.

Karim, Abdul, 1992. *Corpus of the Arabic Persian Inscriptions of Bengal*. Dhaka: Asiatic Society of Bangladesh.

Karim, A. (1960) *Corpus of the Muslim Coins of Bengal*. Dhaka: Asiatic Society of Pakistan.

Write, N. (1972) *Catalogue of the Coins Indian Museum Calcutta*. Varanas: Indological Book House.

আলী, এ কে এম ইয়াকুব (১৯৮৯) মুসলিম মুদ্রা ও হস্তলিখন শিল্প। ঢাকা: বাংলা একাডেমী।

আলী, এ কে এম ইয়াকুব (২০০১) মুসলিম মুদ্রা ও হস্তলিখন শিল্প। ঢাকা: অনন্যা।

শাহনাওয়াজ, এ কে এম (১৯৯৯) মুদ্রায় ও শিলালিপিতে মধ্যযুগের বাংলার সমাজ-সংস্কৃতি। ঢাকা: বাংলা একাডেমী।

শাহনাওয়াজ, এ কে এম (২০১৭) বাংলাদেশের সাংস্কৃতিক ঐতিহ্য, তৃতীয় সংস্করণ। ঢাকা: নভেল পাবলিশিং হাউস।




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<b>Course Title</b>	: <b>Advanced Museum Studies</b>
<b>Course Code</b>	: ARCH 505
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

This course covers the theoretical aspects of collection and display in museum galleries. In order to do so, practical case study of different types of museums in terms of its nature of collection and content are to be studied both in class room and in field (in this case different museums of Dhaka).

The students will visit different museums of Bangladesh, will observe the display galleries, will try to reveal the methodology applied in presenting the objects in the exhibition showcases.

### Learning outcomes

On successful completion of the module, students will be able to:

- Students will analyze the content, text panels and other associated materials which would form a narrative for the museum audience.
- Students will be able to differentiate the nature and role of theme based museums.
- After learning this course, students will be able to work independently as a display designer, planner and other curatorial responsibilities in any theme based museums of home and abroad.
- Students will also have a preliminary knowledge on marketing and promotional activities of museums.

### Contents

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#### Unit 1: Introduction

Definition and Origin of Collection House and Museums (World Context)  
 History of establishment of institutional Museum in the Indian Subcontinent  
 History of establishment Dacca Museum and Varendra Research Museum, Bangladesh

#### Unit 2: Types of Museums (Based on Principles, Concept, Collection, Mode of display and form of Administration) Explain with different Examples

National Museum, City Museum, Open Air Museum, Palace Museum, Archaeological Site Museum, Natural History Museum, Science Museum, Memorabilia Museum, Biography Museum, Ethnology Museum, Ethnographic Museum, Folk Museum, Historical Museum, Eco Museum, University Museum, Philatelic Museum, Postal Museum, Typological Museum, Heritage Park. (World and National context)

#### Unit 3: Understanding the display gallery and layout of museums of Bangladesh: Case Study

##### A. Archaeological Site Museum



Mainamati Site Museum Comilla  
 Mahasthangarh Site Museum Bogura  
 Paharpur Site Museum, Naogaon/ Bagerhat Museum

### **B. Regional Museum**

Khulna Divisional Museum Definition of a Divisional Museum. Content of Display. Evaluate the present Display  
 Dinajpur Museum a district museum. Possibilities of becoming a regional museum. Possibilities of becoming a community museum

### **C. Palace Museum**

Rangpur Museum (Tajhat Zamindar Palace, Rangpur) spatial context and an adaptive reuse of an old structure, feasibility and background of making this museum  
 Architectural study of neo Classical order in relation the Museum display

### **D. Cultural Museum**

Ethnology Museum Chittagong  
 Concept of Ethnology and Ethnography, background of establishment of the museum. Changing display galleries with museum with the change of political power. Current Status of display , Voice and language of the text panels, contents of display gallery. What needs to be changed?

## **Unit 4: Field Visit**

### **A. National Museum: Bangladesh National Museum**

Day 1 Guided tour by course teacher and other teachers Day 2 Students will visit the relevant galleries and record relevant information Day 3 Will prepare a summary of their visit which would include the current status of display and what can be done to improvise the display .

### **B. Cultural and Social Museum**

Folk Art Museum Sonargaon and Buildings of Panam  
 Day 1 Guided tour by course teacher and other teachers Day 2 Students will visit the relevant galleries and record relevant information Day 3 Will prepare a summary of their visit which would include the current status of display and what can be done to improvise the display.

### **C. Archaeological Site Museum with life size structures**

Lalbagh Fort and Museum  
 Day 1 Guided tour by course teacher and other teachers Day 2 Students will visit the relevant galleries and record relevant information Day 3 Will prepare a summary of their visit which would include the current status of display and what can be done to improvise the display.

### **D. Example of converting a place to a museum in terms of its history and events**

Ahsan Manzil Museum  
 Day 1 Guided tour by course teacher and other teachers Day 2 Students will visit the relevant galleries and record relevant information Day 3 Will prepare a



summary of their visit which would include the current status of display and what can be done to improve the display .

### **E. Memorabilia Museum**

Jatir Pita Bangabandhu Sheikh Mujibur Rahman Smrti Jadughar

Day 1 Guided tour by course teacher and other teachers

Day 2 Students will visit the relevant galleries and record relevant information

Day 3 Will prepare a summary of their visit which would include the current status of display and what can be done to improve the display .

### **F. Event/ Theme Based Museum**

Muktijuddho Jadughar Agargaon

Day 1 Guided tour by course teacher and other teachers

Day 2 Students will visit the relevant galleries and record relevant information

Day 3 Will prepare a summary of their visit which would include the current status of display and what can be done to improve the display .

## **Unit 5: Collection and Display (Theoretical Approach)**

Definition of Museum object/specimens and transformation of an 'Object' towards a museum specimen in display gallery, changing identities of 'Object' from its primary context to its secondary context i.e., display gallery.

Construction of Meaning in display, significance of archaeological objects / materials in museums under systematic display

Nature, Method and Mode of Collection in museum and display: Constructing ideas and identities of display/exhibition apart from its primary context focusing Modernist, Post-Modernist approach based on Colonial and Post-colonial discourses.

Spatial and temporal context of Museum Collection

Display and Representation of Objects under Curatorial goals

Objectives and policies of respective museums

Concept and types of Exhibition and Display

## **Unit 6: Promotion and Marketing of Museums Perspective Bangladesh**

Case Study Bangladesh National Museum

How to attract visitors and donations

Outreach programs to encourage visitors to informal education

Conducting programs to create social awareness

Arrange temporary exhibitions as part of promotional activities

## **Recommended Readings**

- Agarwal, O. P. (1974) Small Museums –Scope, Needs and Organization. Proceedings of the 1974 All India Museums Conference held at Mathura, October 9-13. *Museums Association of India*. New Delhi: C/o National Museum.
- Annis, S. (1986) The Museum as a staging ground for symbolic action. *Museum International*. 38(3): 168-171.
- Barringer, T. (1998) The South Kensington Museum and the Colonial project. In *Tim Barringer and Tom Flynn (Eds.) Colonialism and the Object: Empire, Material Culture and the museum*.



- Clifford, J. (1988) *The Predicament of Culture Twentieth Century Ethnography, Literature, and Art*. Cambridge: Harvard University Press.
- Dwivedi, V. P. and Pant, G. N. (1980) *Museums and Museology New Horizons : Essays in Honour of Dr. Grace Morley*. Delhi: AgamKala Prakashan.
- Edson, G. and David, D. (1994) *The Handbook for Museums*. Routledge: London.
- Guha- Thakurta, T. (2004) *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*. Columbia: Columbia University Press.
- Hall, S. (1997) *Representation: Cultural Representations and Signifying Practices*. Sage Publications in association with Open University.
- Hooper-Greenhill, E. (2000) *Museums and the Interpretation of Visual Culture*. Routledge: London.
- Hudson, K. (1987) *Museums of Influence*. Cambridge: Cambridge University Press.
- Hunter, M. (1985) The Cabinet Institutionalized: the Royal Society's "Repository" and its background. In: *The Origins of Museums*. Oxford: Clarendon Press.
- Kotler, Neil & Kotler, Phillip (1998) *Museum Strategy and Marketing*. London: Jossey Bass.
- Light, R. B. et.al (1986) *Museum Documentation Systems: Developments and Applications*. UK: Butterworth Heinemann.
- Lord, B. and Gail, D. L. (2001) *The Manual of Museum Exhibitions*. USA Altamira Press.
- Mahmud, F. and Rahman, H. (1987) *Museums of Bangladesh*. Bangla Academy.
- Pearce, Susan. M. (1989) *Museum Studies in Material Culture*. New York: Leicester University Press.
- Walsh, K. (1992) *The Representation of the Past Museums and Heritage in the Post Modern World*. London and New York: Routledge.





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<b>Course Title</b>	: <b>Archaeological Heritage Management and Tourism</b>
<b>Course Code</b>	: ARCH 506
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

This course is intended to introduce the students with archaeological heritage management. The course will provide guidelines to the students to identify the management problems, to provide the solution to solve the problems, and present practices of archaeological site managements. The students shall be known about national as well as international legal instruments in the field of conservation, restoration, renovation and preservation through this course. Several case studies on archaeological site management have been designed in this module; therefore the students will be familiar to prepare management plans in their profession life.

### Learning outcomes

On successful completion of the module, students will be able to:

- Understand of basic problems in managing a archaeological site.
- Understand the basic principles to design a management plan for an archaeological site.
- Acquire knowledge on national and international legal instruments in managing archaeological sites.

### Contents

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#### Unit 1 : Introduction

- i. Concept of heritage
- ii. Cultural heritage
- iii. World cultural heritage
- iv. Archaeological heritage
- v. Intangible heritage
- vi. Significant of archaeological heritage preservation

#### Unit 2 : Problems of archaeological heritage management

- i. Natural factors
- ii. Human factors
- iii. Legislative problems

#### Unit 3 : General principles and management guidelines for archaeological sites

- i. Selection of experts and professionals for site commission
- ii. Documentation (general information of the site, buffer zone, cultural information, environmental information, biological information, information management)
- iii. Land acquisition
- iv. Conservation (treatment, restoration, preservation, environmental control, treatment and authenticity)
- v. Maintenance (preventive maintenance, monitoring, botanical management)
- vi. Security (theft, vandalism, accidental damage, safety of visitors and staff)





- vii. Access, tourism and visitor management (sustainable tourism development, development of tourism infrastructure, site museum, needs of visitors, welcoming the visitors, presentation and interpretation)
- viii. Community involvement (social sustainability, working with local knowledge and understanding, including local inhabitants as a part of the decision process)
- ix. Generating value (through tourism related jobs, local employment in conservation, education and training, diversified training programs for academics and others)
- x. Educational program (training, seminar and publications)
- xi. Staff management (selection of qualified personnel, recruitment and careers, training)
- xii. Fund management (funding arrangement, cost control and policy,
- xiii. Revision of plan

#### **Unit 4 : World Cultural Heritage management**

- i. World cultural heritage ii. World heritage committee
- iii. Advisory bodies of world heritage committee v) Criteria for the assessment of outstanding universal value vi) World heritage list
- v. Process for the inscription of properties on the world heritage list vi) World heritage fund vii) The world heritage emblem.

#### **Unit 5 : Heritage management in Bangladesh**

- i. Location of archaeological sites in Bangladesh
- ii. Climatic condition of Bangladesh iii. Global climate change and its impact on archaeological sites of Bangladesh iv. Geographical and geological setting of Bangladesh v. World Cultural Heritage sites— Paharpur and Bagerhat

#### **Unit 6 : Heritage management ethics**

- i. Philosophies and ethics of preservation ii. Illicit trafficking of artifacts
- iii. War impact on archaeological sites

#### **Unit 7 : Growth of travel through the ages**

- i. Accounts of famous travellers ii. Religion as motivator iii. Concept of annual holidays iv. Industrial revolution and development of travels

#### **Unit 8 : Tourism planning and development in archaeological sites**

- i. Assessment of tourist demand and supply ii. Establishment objectives iii. Territorial planning iv. Basic infrastructure iv. Financial planning v. administrative structure vi. Monitoring progress vi. Time factor vii. Environmental planning viii. Regional planning consideration

#### **Unit 9 : Tourism marketing and promotion**

- i. Marketing in tourism ii. The tourist products ii. Market segmentation iv. Marketing process and segmentation v. Advertisement vi. Sales support vii. Public relation viii. Tourist publicity ix. Modern trends

#### **Unit 10 : Role of organizations**



- i. Ministry of Civil Aviation and Tourism ii. Bangladesh Parjaton Corporation  
 iii. Bangladesh Tourism Board iv. Tour Operator Association of Bangladesh v.  
 Department of Archaeology, GoB

### Unit 11: Economic and social significance of archaeological tourism in Bangladesh

- i. Economic benefits ii. Effect on employment iii. Cultural tourism and international understanding

### Recommended Readings

- Agrawal, O. P.; Mishra, A. K. and Jain, K. K. (1995) *Removal of Plants and Trees from Historic Buildings*. Lucknow: INTACH.
- Ahmed, A. S. M. (2012) Spatial Planning. In: *Training and Capacity Building for Long-term Management and Best Practice Conservation for the Preservation of Cultural Heritage Sites and World Heritage Properties in Bangladesh*, pp. 23-42. Dhaka: Directorate of Archaeology, Government of the People's Republic of Bangladesh and UNESCO, Dhaka.
- Ahmed, B. (2010a) Bio-deterioration of brick-built archaeological monuments in Bangladesh with special reference to Darasbari mosque, Nawabganj: scientific investigation towards conservation. *Pratnatattva*. 16: 63-73.
- Ahmed, B. (2010b) Effect of biological agents on brick-built archaeological monuments with reference to Chandipur mosque, Rangpur, Bangladesh. *Jahangirnagar Review*. Part C, XX-XXI (2008-2009 and 2009-2010): 357-372.
- Ahmed, B. (2017) *Biodeterioration of Brick-built Archaeological Monuments in Bangladesh: Scientific Investigation towards Conservation*. A thesis submitted in partial fulfillment of the requirements of Jagangirnagar University for the degree of Doctor of Philosophy. Dhaka: Jagangirnagar University.
- Ahmed, B. (2017) *Biodeterioration of Brick-built Archaeological Monuments in Bangladesh: Scientific Investigation towards Conservation*. A thesis submitted in partial fulfillment of the requirements of Jagangirnagar University for the degree of Doctor of Philosophy. Dhaka: Jagangirnagar University.
- Ahmed, B. and Khanam, S. (2013) Illicit Trafficking of Cultural Property: Bangladesh Perspective, a paper presented in a Symposium "Protecting Asia's heritage: Strategies for fighting illicit traffic of cultural property and fostering restitutions" organized by UNESCO, Kathmandu, Nepal in 16 and 17 December 2013.
- Alam S: (2004) *Proceedings of the International Seminar on Elaboration of an Archaeological Research Strategy for Paharpur World Heritage Site and its Environment (Bangladesh)* Dhaka: Directorate of Archaeology.
- Alam, S. (2004) *Paharpur and Bagerhat- Two World Cultural Heritage Sites of Bangladesh*. Dhaka: Directorate of Archaeology.
- Ali, S. (2007) Bagerhat bishwa shanskritik oitijjho sthaner smritichinho: khotigrostota, punoranayan o shomosya. (in Bangla) *Pratnatattva*. 13: 83-92.
- Bhatia, A. K. (1982, reprinted in 1994) *Tourism Development : Principles and Practices*. Delhi: Sterling Publishers Private Ltd.
- Cleere H. F. (ed.) (1989) *Archaeological Heritage Management in the Modern World*. London: Unwin Hyman.
- Feildin, B.M.; Jokilehto, J. (1993) *Management Guidelines for World Cultural Heritage Sites*. Rome: ICCROM.



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- Hamel, G. and Jones, K. (1982) *The Manual of Vegetation Management on Archaeological Sites*. Wellington: New Zealand Historic Places Trust.
- Huda, M. K. (2012) Brick Conservation. In: *Training and Capacity Building for Long-term Management and Best Practice Conservation for the Preservation of Cultural Heritage Sites and World Heritage Properties in Bangladesh*, pp. 43-65. Dhaka: Directorate of Archaeology, Government of the People's Republic of Bangladesh and UNESCO, Dhaka.
- Imamuddin, A. H. (ed.) (1993) *Architectural Conservation Bangladesh*. Dhaka: Asiatic Society of Bangladesh.
- Khanom, M. A. (2007) *An Investigation into the Deterioration and Conservation of Terracotta Plaques in Paharpur*. A thesis submitted in partial fulfillment of the requirements of Jahangirnagar University for the degree of Masters of Philosophy. Dhaka: Jahangirnagar University.
- Mamillan, M. (1970) *Pathology of Building Materials*. Rome: ICCROM.
- Marshall, J. (1923) *Conservation Manual*. Calcutta: Superintendent of Government Printing, India.
- Mcmanamon, F. P. and Hatton A. (ed.) (2000) *Cultural Resource Management in Contemporary Society*. London: Routledge.
- Mishra, A. K; Jain, K. K. and Garg, K. L. (1995) Role of Higher Plants in the Deterioration of Historic Buildings. *The Science of the Total Environment*. 167: 375-392.
- Pearce, D. (1989) *Tourist Development*. New York: Longman Scientific and Technical
- Rahman, S. M. (2012) Bio-deterioration in the Paharpur World Heritage Site. In: *Training and Capacity Building for Long-term Management and Best Practice Conservation for the Preservation of Cultural Heritage Sites and World Heritage Properties in Bangladesh*, pp. 65-85. Dhaka: Directorate of Archaeology, Government of the People's Republic of Bangladesh and UNESCO, Dhaka.
- Rahman, S. M. (2012) Management. In: *Training and Capacity Building for Long-term Management and Best Practice Conservation for the Preservation of Cultural Heritage Sites and World Heritage Properties in Bangladesh*, pp. 87-124. Dhaka: Directorate of Archaeology, Government of the People's Republic of Bangladesh and UNESCO, Dhaka.
- Sandy, J; Alan Frost, A., Smyth, J., Joan van Lohuizen de Leeuw, J. V. and Antonio, R. (1983) *The Conservation and Presentation of the Ruins of the Buddhist Vihara at Paharpur and the Historic Mosque-City Bagerhat*. Paris: UNESCO.
- Stambolov, T. and Boer, J. R. J; Van A. D. (1976) *The Deterioration and Conservation of Porous Building Materials in Monument: A Preliminary Review*. 2<sup>nd</sup> Ed. Amsterdam: Central Research Laboratory for Objects of Art and Science.
- Thomas f. King, (1998) *Cultural Resource Laws and Practice: An Introductory Guide*. Lanham: Altamira Press.
- Torraca, G. (2009) *Lectures on Materials Science for Architectural Conservation*. Los Angeles: The Getty Conservation Institute.
- UNESCO. *Operational Guidelines for the Implementation of the World Heritage Convention*.
- Weed Science Society of America. (2000) *Herbicide Handbook*. 8<sup>th</sup> Ed. Champaign: Weed Science Society of America.



**Course Title : Architectural Conservation**

**Course Code : ARCH 507**

**Class Hours : 4 [3 hours per week (course) + 1 hour (tutorial)]**

**Unit and Marks : Full Unit Course equivalent to 100 marks.**

**Marks Distribution : 100 [Tutorials (3) 20 + Exam 80]**

**Assessment : Tutorials 20%, Exam 80%**

### Objectives

- To introduce the students to the discipline of Architectural Conservation, its meaning, nature, scope and principles; interventions in terms of Preservation, restoration, reconstruction, adaptation, area conservation.
- To enable the students to situate conservation in its context and historical time line. Conservation of areas and buildings.
- To introduce the students with Conservation laws and practices. Issues of conservation, legislation, finance, regulating bodies, planning controls, the role of government and public.
- To demonstrate the students the applications of theory with Case studies.

### Learning outcomes

On successful completion of the module, students will be able to:

- Define and identify the need for Architectural Conservation, its value and ethics of practice.
- Understand the basic technical terms, definitions and functions of Architectural conservation
- Relate and apply his acquired knowledge in this course and other courses of program in the field.
- Formulate and appraise state of the art procedure for conservation in a multidisciplinary context.

### Contents

#### Unit 1 : General Introduction to Architectural Conservation

- i. Architectural Conservation, its meaning, nature, scope. Basic terms.
- ii. Principles of Conservation, Preservation, Restoration, Reconstruction, adaptation.
- iii. Identification of historic and contemporary heritage.
- iv. History of Conservation in Bangladesh
- v. Level and context of architectural conservation, area Conservation.

#### Unit 2 : Valuation and ethics in Architectural Conservation

- i. Architectural Conservation laws and practices. Basics and attributes.
- ii. Legislations, tools, charters, regulating bodies on architectural and historic conservation.
- iii. Scale and level of contribution by conservation architects.
- iv. Ethics, authenticity, patination, conjecture etc.

#### Unit 3 : Architectural Conservation Plans

- i. Context and contextualities.



- ii. Site analysis and planning
- iii. Response to the context.
- iv. Area Conservation and Landscape
- v. Conservation Plan and the UNESCO's recommendations.

#### **Unit 4 : Appreciation and Application**

- i. Causes of decay and deterioration
  - a. Environmental factors
  - b. Biological factors
  - c. Human factors
- ii. Conservation Techniques
  - a. Traditional techniques in conservation
  - b. Listing and inventories
  - c. Inspection and Report
  - d. Research and Analysis
  - e. Documentation
  - f. Intervention / Recommendation.
- iii. Management and maintenance.
  - a. Listing of heritage architecture and preparation of dossier for listing
  - b. Vulnerabilities and risk reduction in architectural conservation.
  - c. Conservation, Maintenance and management of Historic Buildings.

#### **Unit 5 : Architectural Conservation Planning and Management**

- i. International Conventions and applications – relevant cases
- ii. Local Practices and tools; success and failures.
- iii. Case studies on Preservation, Restoration, Reconstruction, adaptation.
- iv. Case studies on planning and management
- v. Basics of management plan in architectural conservation

#### **Recommended Readings**

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- Jokilehto, J. (2008) *A History of Architectural Conservation*, Oxford: Elsevier – Butterworth Heinemann Publication.
- Feildin, B.M., Jokilehto, J. (1993). *Management Guidelines for World Cultural Heritage Sites*, Rome: ICCROM.
- Feildin, B.M. (2008) *Conservation of Historic Buildings*, Burlington: Elsevier – Architectural Press.
- Imamuddin and Longeig (eds.), (1990). *Architectural and Urban Conservation in the Islamic World*, Geneva: Aga Khan Trust for Culture.
- Imamuddin, A.H (Ed), (1993). *Architectural Conservation Bangladesh*, Dhaka: Asiatic Society of Bangladesh Publication.
- Rahman, M. (Ed), (2009). *Old but New: New but Old*, Dhaka: UNESCO.
- Riederer, J. (1989). *Restoration and Preservation*, Munich: Goethe Institution.






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<b>Course Title</b>	: <b>Politics of the Past</b>
<b>Course Code</b>	: ARCH 508
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

There is growing understanding among the archaeologists about the political nature of the discipline over the last three decades. It is not possible these days to stay blind to the influence of many contemporary social, economic, political conditions on the way archaeological field works are done, interpretations are sought for and invoked during conflicts and peace. The objectives of this course are:

- To make the students aware of the fact that archaeology is not a value neutral and objectivist discipline as it was claimed earlier.
- To make the students able to connect the present conditions and structures with the archaeological fieldwork and interpretations.
- To enable the students about the current understanding that archaeology, history, anthropology, cultural studies, social research, heritage studies, are interrelated in terms on epistemological biases.
- To teach them about the trans/cross disciplinary nature of archaeological concepts and practices
- To connect the knowledge in earlier courses in undergraduate levels with that of the present manifestations of archaeology.
- To enable the students for accepting the challenge of taking different career and professions with a critically informed mind.

### Learning outcomes

The course concerns about the understanding about the archaeology in the last three decades over the realization that archaeology has been entangled to the formation of colonial and nationalistic knowledge in South Asia and in other parts of the world. The emergence of postcolonial studies and the increasing manifestations of using invocation to the past to validate claims at the present have coincided with the academic and intellectual interest in understanding archaeological agency as a political action. Politics of knowledge has direct link with the conflict, violence, and contestations of identities and capital at the present. The outcome of the course is fundamentally lays in the realization of the students that as a cross disciplinary discipline archaeology is entangled to the politics at global and local level. Museum studies, Heritage Studies, Studies in various branches of social sciences have become aware about the nexus among politics, knowledge and archaeology. The students will be able to critically think about the wider and inherent basis of their knowledge in archaeology, history and past. They, therefore, would be able to compete with the trained students from other disciplines in case of seeking their career in various fields of gender studies, peace and conflict studies, developmental studies, heritage management, marketing, etc. The students with the understanding about their present in relation to the past, moreover, would be able to be a person with growing awareness about the necessity of debate, tolerance and compassion in a world that is increasingly becoming violent and intolerant. They would be able to realize that keeping a blind eye on the manufacture of knowledge about the past would be suicidal in terms of the development of contemporary world and the jobs in this world.




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## Contents

### Unit 1: Modernity, archaeology and colonialism

The pitfalls of modernity and archaeology: why do we need the study of the past(s)?

Orientalism-Rise and development of Archaeology as a colonial discourse.

European construction of self and other, and the study of Prehistory, History and Ethnography.

Linear progressivist and evolutionist conception of time and history, and Invention of tradition.

Relationship among race, language and culture. Role of Archaeology.

Indology as a project of modernist and colonialist project.

Asiatic Society, Sir Wiliam Jones, and others, and their role in construction of past under the Colonial and Indological Project.

Study of language, art and architecture and the Orientalist representation of the India's past, Philology, Phrenology and Indology.

Maxmuller, Risley and others. Indology and Historiography of India.

Early Indian History writing as European Romanticization and project of subjugation.

Sir John Marshal and Sir Alexander Cunningham: their works under the colonial and Indologist project of othering and domination.

Scientific archaeology' and Mortimeer Wheeler: The politics of the past as a 'scientific' discourse.

Excavation, discipline, power and domination: The Case of Sir Mortimer Wheeler and others.

James Mill and Vincent Smith's historical legacy.

The Aryan Theory: Pros and Cons of a dominating discourse.

Movies and visual materials and their review

### Unit 2: Identity, power, 'object' and past

Identity and their role in the construction and representation of the past.

Modernity as a project, nationalism, our modernity and representation of the past.

The interplay of race, language and culture and India- Racial classificatory system of the Pre-Risley India-Risley's Racial framework for India- Racial classification after Risley.

Nationalistic Archaeology and History writing and their relation to Class, Power, gender, Caste and Ideology

Nationalism and Varendra Research Society and Bangiyo Sahitya Parshad with special emphasis on the works of Rakhil Das Bandyopadhyay, Akshay Kumar Mitra and Rajendralal Mitra

Religious and Communal identity and their representation and construction on the perception of the past with especial reference to South Asia.

Archaeology of Babri Mosque, Mughal/Medieval India and nationalism in India

Idea of civilization and nationalistic aspirations: a consistent mode of hegemony and identity construction in reference to Harrapan/Indus Valley Civilization

Case studies: Israel-Palestenian identity and archaeology.

Mesopotamia and Egypt and archaeology.

Identity and archaeology in US, Australia and Europe.

Pseudoarchaeology and its manifestation in South Asian archaeology.

Wari-Bateswar and the discourse of Bangali nationalism.



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Nationalism, Identity politics and archaeology/history in Bangladesh

### Unit 3: Global and Local dynamics

Institutionalizing archaeology.

Centre and periphery: First world and third world archaeology: Politics of representation, authority and scienticism.

Anthropology Vs. History: confrontation between Archaeology of America and Britain and its effect on third world archaeology.

Scienticism as a mean of subjecting and hegemonizing the third world's past.

### Unit 4: Past and the politics of the Visual

Formations of Museums and the new classificatory and representation system

Politics of the photography, image and past in archaeology.

Media representation, politics of the past and domination.

Case Study: Archaeology of Wari-Bateshwar

Movie: Apocalipto, Indiana Jones, The Body, Mummy, etc.

### Unit 5: Tradition/Heritage and politics of the past

Theorizing heritage and tradition Problematizing cultural resource management, tourism and idea of past in special reference to South Asia.

Past, selection and construction of tradition and the idea of heritage with special emphasis on Bangladesh.

Politics of World Heritage and Heritage Conventions

Case Study: Paharpur, Bangladesh.

Who needs and owns the past? – A question never asked in Bangladesh Archaeology.

Popular culture and representational politics in archaeology.

Past is for sale? Consumerism, commodification and archaeology.

Case studies based on practical review of reports, texts and visuals.

### Recommended Readings

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Abraham, J. (2015) Archaeology and Politics: A Case Study of the Ayodhya Issue, *Material Religion*, 1:2, 253-260, DOI: [10.2752/174322005778054221](https://doi.org/10.2752/174322005778054221)

Ahmed, H. (2015) *Muslim Political Discourse in Postcolonial India: Monuments, Memory, Contestations*. London: Taylor and Francis.

Almond, P. (1988) *The British Discovery of Buddhism*. Cambridge: Cambridge University Press.

Altekar, S. (1991) *The Position of Women in Hindu Civilisation: From Prehistoric Times to the Present Day*. Motilal Banarsidass (rpt., 3<sup>rd</sup> edn., 1978, 1<sup>st</sup> edn., 1938), Delhi.

Asad, T. (1973) *Anthropology and the Colonial Encountar*. London: Ithaca Press.

Asad, T. (1993) *Introduction to Genealogies of Religion, Discipline and Reasons of Power in Christianity and Islam*. Baltimore: The John Hopkins University Press.

Asad, T. (1994) Ethnographic Representations, Statistics and Modern Power. *Social Research* 61(1)

Benedict, A. (1991) *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, London: Verso.

Bhattacharji, S. (1994) *Women and Society in Ancient India*. Delhi: Motilal Banarsidass.





- Bryant, E. F. and Patton, L. L. (2005) *The Indo-Aryan Controversy: Evidence and Inferences in Indian History*. London: Routledge
- Chakrabarti, D. K. (1997) *Colonial Indology: Sociopolitics of the Ancient Indian Past*. Delhi: Munshiram Manoharlal.
- Chattapadhyaya, B. (2017) *The Concept of Bharatvasa and Other Essays*. Delhi: Orient-Blcakswan.
- Davis, R. H. (2005) Iconoclasm in the era of strong religion. *Material Religion* 1:2, pages 261-268
- Flood, G. (2005) *The ascetic self: Subjectivity, Memory and Tradition*. Cambridge Cambridge University Press.
- Gero, J. and Conkey, M. (1990) *Engendering Archaeology: Women and Prehistory*. Oxford: Basil Blackwell.
- Guha, S. (2015) *Artefacts of History: Archaeology, Historiography and Indian Pasts*. Delhi: Sage Publications.
- Guha-Thakurta, T. (1992) "The Ideology of the 'Aesthetic': The Purging of Visual Tastes and the Campaign for a New Indian Art in Late 19<sup>th</sup> / Early 20<sup>th</sup> Century Bengal," *Studies in History*, 8, 2 (July-December 1992)
- Guha-Thakurta, T. (1992) *The Making of a New Indian Art: Artists, Aesthetics and Nationalism in Bengal, 1850-1920*, CUP. Cambridge: Cambridge University Press.
- Guha-Thakurta, T. (1996) "Recovering the Nation's Art," in Partha Chatterjee ed. *Texts of Power. Emerging Disciplines in Colonial Bengal*, Samya, in conjunction with Centre for Studies in Social Sciences, Calcutta.
- Guha-Thakurta, T. (2004) *Monuments, Objects and Histories: Institutions of Art in Colonial and Post-colonial India*. Columbia: Columbia University Press.
- Harrison, R. (2009) *Understanding the Politics of Heritage*. Manchester: University of Manchester Press.
- Harrison, R. (2013) *Heritage: Critical Approaches*. London: Routledge.
- Hobsbawm, E. and T. Ranger (eds.) (1983) *The Invention of Tradition*. Cambridge: Cambridge University Press.
- Johnson-Roehr, S. (2008) The Archaeological Survey of India and Communal Violence in Post-independence India. *International Journal of Heritage Studies* 14:6, pages 506-523.
- Jones, S. (1997) *The Archaeology of Ethnicity: Constructing Identity in the Past and Present*. London: Routledge.
- Kucklick, H. (1991) *The Savage Within: The Social History of British Anthropology*. Cambridge: Cambridge University Press.
- Mandal, D. (1993) *Ayodhya: Archaeology a critique of New and and fresh discoveries*. New Delhi: Orient Longman.
- Mandal, D. and Ratnagar, S. (2007) *Ayodhya: Archaeology after Excavation*. Delhi: Tulika Books.
- Meskel. L. (1998) *Archaeology Under Fire: Nationalism, Politics and Heritage in the Eastern Mediterranean and Middle East*. London: Routledge.
- Mitter, P. (1977) *Much Maligned Monsters: History of European Reactions to Indian Art*. Oxford: OUP.
- Pfoh, E. and Whitelam (2013) *The Politics of Israel's Past: The Bible, Archaeology and Nation-building*. Shefiled: Sheffield Phoenix Publisher Limited.



- Prakash, G. (1990) Writing post-orientalist history of the Third World: Perspectives from Indian Historiography. *Comparative Studies in Societies in Society and History* 32 (2)
- Ray, H. P. (2014) *The Return of the Buddha: Ancient Symbols for a New Nation*. London: Routledge.
- Ray, H. P. (2017) *Archaeology and Buddhism in South Asia*. London: Tylor and Francis.
- Roy, K. (1985) "Legitimation and the Brahmanical Tradition: The Upanayana and the Brahmacharya in the Dharma Sutras," in: *Proceedings of the India History Congress*.
- Roy, K. (1988) "Women and Men Donors at Sanchi: A Study of the Inscriptional Evidence," in L. K. Tripathi ed., *Position of Women and Status in Ancient India*, vol. 1. Varanasi: Banares Hindu University Press.
- Roy, K. (1999) *Women in Early Indian Societies. Readings in Early Indian History*, general editor B. D. Chattopadhyaya. New Delhi: Manohar.
- Roy, S (1953) "Indian Archaeology from Jones to Marshall, *Ancient India* 9.
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<b>Course Title</b>	: <b>Gender in Archaeology</b>
<b>Course Code</b>	: ARCH 509
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

This course is an introduction to developments in anthropological and archaeological research on women and gender over the past two decades. This course will be examined the issue of engendering archaeology from an anthropological, historical, political and methodological perspective, e.g. how do the professionals recognize gender archaeologically? What are the benefits, as well as the limitations, of an "engendered" approach to the study of prehistoric to historic societies? The widely post-processual archaeology has achieved huge devotees among researchers worldwide is the archaeology of gender. Consistent with the multi-vocal orientation of modern archaeological practice, gender studies in archaeology originate from a variety of theoretical perspectives and research goals. The course is designed to introduce theoretically and historically broadly to understand the development reasoning of 'gender archaeology'. The course is a seminar format where students are asked to directly engage the literature on this subject.

### Learning outcomes

On successful completion of the module, students will be able to:

- Introduce the professional gender literature pertaining to the archaeology of gender and teach students how to engage with the critically approached literature.
- Learn historically and theoretically situate various approaches to gender archaeology.
- Develop a sense of social responsibility among students by introducing them to diverse perspectives on gender, sex, and sexuality and by encouraging to engage these topics in their own research.
- Practically learn how to apply a gendered approach to archaeological datasets.

### Contents

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#### Unit 1: Sex, Gender and Archaeology

Gendering the Past, Definitions and Concepts and Historical Perspectives on Gender in Archaeology, Ideology, identity and Gender

#### Unit 2: Androcentrism in Archaeology

The Evolution of "Man": Biological Perspectives, The Role of Women in Early Hominid Evolution, Brain Evolution in Female. Origin and development of coins in Indian sub-continent.

Lithic Technology and the Hunter-Gatherer Sexual Division of Labour

#### Unit 3: From Sexual Divisions to Gender Dynamics



Identifying Gender Representation in the Archaeological Records, The Invisibility of Menstrual Seclusion, Spinning and Weaving as Female Gender Identity.

#### **Unit 4: Gender Iconography and Ideology**

The Palaeolithic Mother-Goddess; sculpture in Bangladesh and representation of gender.

#### **Unit 5: Power and Social Hierarchies**

Skeletal Evidence for Sex Roles and Gender Hierarchies, Masculinist Approach to Gendered Archaeology: Boys will be Boys.

#### **Unit 6: Gender-politics of Representation**

Politics of gender in photographic and media archaeology: "Indiana Joans", Women in Museum.

#### **Unit 7: Gender and the Field**

Liberal feminism and the its problems in the representation of archaeology and history

Masculinity in archaeological fieldwork.

Masculinity in archaeology and history in Indian subcontinent from colonial regime to nationalistic regime

Masculinity in the history and archaeology of Bangladesh

#### **Recommended Readings**

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- Anthony, D. (1995) Nazi and eco-feminist prehistories: counter points in Indo-European archaeology, in P. Kohl and C. Fawcett (eds) *Nationalism, Politics and the Practice of Archaeology*, pp. 82-96. Cambridge: Cambridge University Press.
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- Claassen, C. (1992) Questioning gender: an introduction. In: *Exploring Gender through Archaeology*, edited by C. Claassen, pp. 1-9. Madison: Prehistory Press.
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- Eicher, J. B. and Roach-Higgins M. E. (1992) Definition and classification of dress: Implications for analysis of gender roles, In: *Dress and Gender: Making and Meaning*, pp. 8-28.
- Eisler, R. (1988) Introduction, Chapters 1, 2 and 13. *The Chalice and the Blade: Our History, Our Future*. New York: Harper and Row.
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- Fedigan, L. M. (1986) The changing role of women in models of human evolution. *Annual Review of Anthropology* 15:25-66.
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- Hayden, B. (1992) Observing prehistoric women. In: *Exploring Gender through Archaeology*, pp. 33-48.
- Hays-Gilpin, K. and Whitley, D. S. (1998) *Reader in Gender Archaeology*. London: Routledge
- Hendon, J. (1997) Women's work, women's space, and women's status among the Classic-Period Maya elite of the Copan Valley, in C. Claassen and R. Joyce (eds) *Women in Prehistory: North America and Mesoamerica*, pp. 33-46. Philadelphia: University of Pennsylvania Press.





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- Jones, S. and Pay S. (1990) *The legacy of Eve. In The Politics of the Past*, pp. 160-169. New York: Routledge.
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- Peacock, N. (1991) Rethinking the sexual division of labor: reproduction and women's work among the Efe, in: *Gender at the Crossroads of Knowledge*, pp. 339-360.
- Pringle, H. 1998 New women of the Ice Age. *Discover* April 1998 pp. 62-69.
- Rautman, A. (1997) Changes in regional exchange relationships during the pithouse-to-pueblo transition in the American Southwest: Implications for gender roles, in: *Women in Prehistory: North America and Mesoamerica*, pp. 100-118.
- Reyman, J. (1994) Gender and class in archaeology: then and now. In: *Equity Issues for Women in Archaeology*, pp. 83-90.
- Rice, P. (1991) Women and prehistoric pottery production. in: *The Archaeology of Gender*, pp. 436-443.



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- Spector, J. (1983) Male/female task differentiation among the Hidatsa: Toward the development of an archaeological approach to the study of gender, in: *The Hidden Half*, pp. 77-99.
- Sperling, S. (1991) Baboons with briefcases vs. Langurs in lipstick: feminism and functionalism in primate studies, in: *Gender at the Crossroads of Knowledge*, pp. 204-234.
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- Whitehead, H. (1981) The bow and the burden strap: a new look at institutionalized homosexuality in Native North America, in: *Sexual Meanings: The Cultural Construction of Gender and Sexuality*, pp. 80-115.
- Wilson, D. 1997 Gender, diet, health and social status in the Mississippian Powers Phase Turner Cemetery population. In *Women in Prehistory*, pp. 119-135.
- Wright, R. P. (1996) Introduction: Gendered ways of knowing in archaeology. In: *Gender and Archaeology*, edited by R.P. Wright, pp. 1-22. Philadelphia: University of Pennsylvania Press.
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<b>Course Title</b>	: <b>Archaeology and Folklore</b>
<b>Course Code</b>	: ARCH 510
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

The objectives of this course are:

- To introduce the students with folklore and their relationship with archaeology.
- To familiarize the students with methods and techniques of folklore study.
- To introduce the students with different myth.
- To acquaint with various folklore of South Asia.
- To develop the capabilities of students in understanding of meaning and interpretation of folklore from archaeological records.

### Learning outcomes

This course is for anyone with an interest in archaeology and folklore and the enthusiasm to take that interest further. It operates as part of the *Exploring the Past* pathway, and will equip with the knowledge, understanding and skills that will help to study other courses in the pathway. Students are expected to learn basic ideas, concepts and practices of archaeology and folklore. This course acts as the foundational premise upon which the students will be able to build their understanding the concepts, their historical developments and practice in reference to the context of South Asia and Bangladesh. Practical and dialogical methods of teaching and interaction are fundamental for orienting a student to make them curious, skilled and communicative enough to fulfil the requirement in a different environment. Students will develop their capacities of leadership, collective work and organization skills which are essential for designing any research. Their communication skill and managerial skills will be developed after these engagements among themselves and with various people in the field.

### Contents

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#### Unit 1: Introducing with archaeology and folklore.

- Scopes, aims and significance of archaeology and folklore studies.
- Exploring the relationships and understanding between archaeology and folklore.
- Constructing the past in archaeology and folklore.

#### Unit 2: Issues of folklore

- Folk literature, Folk song, Folk drama, Folk dance, Folk musical instrument, Folk game, Folk arts and crafts, Folk vehicles, Folk diet and culinary habit, Folk science and technology, Folk deities and pirs, Folk rites and practices, Folk fairs and festivals, Folk treatment.



**Unit 3: Archaeological records**

Human behavior: What is retrospect?

**Unit 4: Historical perspectives of archaeology and folklore**

Disciplining archaeology and disregarding folklore, focusing on time, focusing on meaning.

**Unit 5: Traditional and living arts and crafts**

Understanding of archaeology and folklore from traditional and living arts and crafts.

**Unit 6: Oral history**

Recent perspective of oral history, Methods of oral history study, Oral history preservation. Ethnography and oral histories. Ethnographic triangle for understanding and interpreting oral histories. The location of oral histories in the concept of archaeological evidence.

**Unit 7: Myth and Mythology**

The Archaeology of Mythology, Origins of myth, Functions of myth, Study of mythology, Ramayana and Mahabharata as South Asian mythology.

**Unit 8: Toponymy**

Toponymy and related terminology, Cultural reconstruction of Toponymy, Folklore and Landscape history, Landscape history through oral evidences.

**Unit 9: Different issues of archaeology and folklore**

Folk architecture: Folk elements reflected in Bengal architecture.  
 Archaeology and folklore of megalithic monuments.  
 Archaeology and folklore of Vedic, Buddhist and Jain god and goddesses.  
 Archaeology and Folklore of Material Culture, Ritual and Everyday Life.  
 The Role of Folklore within Archaeological Site Management.

**Recommended Readings**

- 
- Allen, B. and Montell, L. (1981). *From Memory to History: Using Oral Sources in Local Historical Research*. Nashville: American Association for State and Local History.
- A. Gazin-Schwartz and C. Holtorf (eds.) (1996), *Archaeology and Folklore*. Routledge: London.
- Beck, W. and Somerville, M. (2005) Conversations between disciplines: historical archaeology and oral history at Yarrowarra, *World Archaeology* Vol. 37(3): 468–483.
- Bowe, S. (2013) *The Role of Folklore within Archaeological Site Management*. Paper presented in Popular Antiquities: Folklore and Archaeology Conference, Organized by UCL Institute of Archaeology and Folklore Society, October 2013.
- Clark, J. G. D. (1951) Folk culture and the study of European prehistory. In: W. F. Grimes (ed.) *Aspects of Archaeology in Britain and Beyond*, pp. 39–48. London: Edwardo.
- Davidson, H. E. (1963) Folklore and man's past. *Folklore* 74:527–544.



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- Glassie, H. (1977) Archaeology and folklore: common anxieties, common hopes. In *Historical Archaeology and the Importance of Material Things*, L. Ferguson (ed.) pp. 23–35. Special Publications 2. Columbia, SC: Society for Historical Archaeology.
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- Houlbrook, C. (2013) Trading with the Tooth-Fairy: Folklore and Finances. Paper presented in Popular Antiquities: Folklore and Archaeology Conference, Organized by UCL Institute of Archaeology and Folklore Society, October 2013.
- Jones, S. and Russell, L. (2012) *Archaeology, Memory and Oral Tradition: An Introduction*. Springer: Published online.
- Joyner, C. (1989) A tale of two disciplines: folklore and history.’ In *Folklore and Historical Process*, D. Rohtman-Augustin and M.Povrzanovic (eds), pp. 9–22, Zagreb: Institute of Folklore Research.
- Katharine, N. (2008) Mud and Legend: The Archaeology of Mythology. In: *The Post Hole Issue 8*. York: Department of Archaeology, University of York.
- Lad, G. (1983) *Mahabharata and Archaeological Evidence*. Poona: Deccan College Post-graduate and Research Institute.
- Lal, B. B. (1998). Historicity of Mahabharata and Ramayana: What has Archaeology to Say about the Matter? *Indian Archaeology in Retrospect* (Vol. 1V) Edited by S. Settar and Ravi Korisettar.
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- Layton, R. (1989) Introduction: Who needs the past?. In *Who Needs the Past? Indigenous Values and Archaeology*, R. Layton (ed.), pp. 1–20. London:Unwin Hyman.



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- Michlovic, M. G. (1990) Folk archaeology in anthropological perspective. *Current Anthropology* 31:103–107.
- Paddayya K. (2012) *The Ramayana Controversy Again*, Article posted on ISPQS Website for discussions and comments.
- Paphitis, T. (2013) 'Have You Come to Take the King Away?' A Survey of Archaeology and Folklore in Context. Papers from: *the Institute of Archaeology*, 23(1): 16, pp. 1-23, DOI: <http://dx.doi.org/10.5334/pia.434>
- Robert J. W. and Lyener, K. (2001) A Premeability of Boundaries? (New Approaches to the Archaeology of Art, Religion and Folklore) *BAR International Series 936*, Oxford: J. and E. Hedges.
- Sankalia, H. D. (1973) *Ramayana: Myth or Reality*. New Delhi: People's Publishing House.
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- Silva, F. (2013) *Landscape, Astronomy and Folklore in Megalithic Portugal*. Paper presented in Popular Antiquities: Folklore and Archaeology Conference, Organized by UCL Institute of Archaeology and Folklore Society, October 2013.
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- Thapar, R. (1989) The *Ramayana Syndrome*. *Seminar* 353: 71-75.
- Thompson, P. (1988) *The Voice of the Past: Oral History*. Second edition. Oxford: Oxford University Press.
- Voss, J. (1987) Cultural Values in Archeological folklore. *Folklore* 98 (1987) 80-90.




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<b>Course Title</b>	: <b>Contemporary Themes and Issues in Archaeology</b>
<b>Course Code</b>	: ARCH 511
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

Archaeology, as a discipline, is historically and conceptually developed many issues and themes. There are debates and discussions regarding different themes and issues in contemporary archaeology over the world. The main aims of this course are:

- To introduce students to the contemporary themes and issues in archaeology.
- To contextualize those themes and debates in the context of South Asia and Bangladesh
- To understand that archaeological issues have never been an static and unchangeable phenomena.
- To make the students aware of the fact that archaeology is more and more becoming transdisciplinary in approach.

### Learning outcomes

Students are expected to think and raise questions about the ways archaeological issues and debates are transforming. In the context of South Asia and Bangladesh, these debates are very relevant. Students will be able to critically engage with the themes that are central not only to archaeology, but also to other social science, science and arts and humanities. Their training will be effective for their future career in other sectors as developmental studies, social research, and several other fields.

### Contents

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Phenomenology of landscape and monument  
 Time and archaeology of time  
 Space and action  
 Agency and archaeology  
 Space, place and human action and landscape archaeology  
 Actor-network theory, post-human paradigm and archaeology  
 Material culture: 'Object', 'matter' and 'things'  
 Popular culture and archaeology  
 Archaeology of the contemporary past  
 Memory, narratives and material culture  
 Meta archaeology  
 Material culture in violence and conflict  
 Movement, migration, displacement and past  
 Archaeology as long-time-process and short-time-process: *longe duree*  
 Past, consumption and materiality  
 Practical and experimental thematic group work on the basis of ethnography and social research  
 Case studies: five case studies on the basis of movies, social media, published works and dialogical interaction




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**Recommended Readings**


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- Alcock, S. E. (2001) "The reconfiguration of memory in the eastern Roman empire," in *Empires: perspectives from archaeology and history*, S. E. Alcock et.al. (eds.), Cambridge: 323-350.
- Alcock, S. E. (2002) *Archaeologies of the Greek past: landscape, monuments, and memories*. Cambridge: Cambridge University Press. Pages 1-35.
- Ankersmit, F. R. (2001) "In praise of subjectivity," in *Historical representation*. Stanford University Press: Stanford, California, 75-103.
- Arnold, B. (1990) "The past as propaganda: totalitarian archaeology in Nazi Germany," *Antiquity* 64: 464-78.
- Bahrani, Z. (1998) "Conjuring Mesopotamia: imaginative geography and a world past," in *Archaeology under fire: Nationalism, politics and heritage in the Eastern Mediterranean and Middle East*. L. Meskell (ed.), Routledge: London and New York, 159-174.
- Barker, G. (1991) "Two Italys, one valley: an Annaliste perspective" in *The Annales School and archaeology*. John Bintliff (ed.); New York University Press: New York, 34-56.
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<b>Course Title</b>	: Archaeometallurgy of South Asia
<b>Course Code</b>	: ARCH 512
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Full Unit Course equivalent to 100 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

The objective of the course is to impart an overview of the origin and development of metallurgy with a focus on the research methods applied to ancient metallurgy studies. The course intends to introduce the concepts, aims and methods of archaeometallurgy as well as the impact of metallurgy on cultural dynamics. The course also intends to introduce the important technological development of copper, copper alloys and iron. This course also focuses on the various metallurgical processes including smelting, melting and forging. Along with the theoretical classes, several practical classes have been designed in this module; therefore the students will be able to acquire practical knowledge and skills to handle metal artifacts in their profession life.

### Learning outcomes

On successful completion of the module, students will be able to:

- Understand the basic concepts and technical terms related to archaeometallurgy.
- Understand the origin and major events in the development of metallurgy.
- Understand the smelting process and forging techniques of ancient metal.
- Acquire knowledge on various analytical methods to study the metal artifact.
- Acquire knowledge on characteristic of various metal artifact of Bangladesh.
- Acquire knowledge on contemporary metal crafts of Bangladesh.

### Contents

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#### Unit 1: Introduction to Archaeometallurgy

- i. Concept of Archaeometallurgy as a field of Archaeology
- ii. Classification of Material World: Metal
- iii. Physical Properties of Metal and its Influence in Human Culture
- iv. The crystal structure of a metal: Simple cubic (P), Body-centered cubic (I), Face-centered cubic (F).
- v. 'Metals of Antiquity', Noble Metal, Precious Metal, Native Metal, Ore, Forging and Casting.

#### Unit 2: Origin of Metallurgy in world perspective

- i. Different Stages in the Development of Copper Metallurgy
- ii. Alloy and the Advantages of Copper Alloying
- iii. History of Bronze Metallurgy
- iv. Various Types of Bronze and their Special Features.

#### Unit 3: Metal Craft Tradition of Harappan Civilization



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- i. History of Copper-Bronze Metallurgy in Early- Harappan Period
  - ii. Metal Artifacts from Mohenjo-Daro
  - iii. Common Minerals used as Ore of Different Metals in Ancient Time
  - iv. Harappan Ore Sources

**Unit 4: Development of Copper-bronze Metallurgy in Eastern India**

- i. The History of Copper-Bronze Metallurgy in Eastern India in the light of Archaeological Evidence.
- ii. 'Crucible' as Important Evidence of Smelting Activities

**Unit 5: Smelting and Techniques of Metal Forging**

- i. History of Pyrotechnology
- ii. Smelting and the Different Stages of Smelting Process
- iii. Some example of Smelting Furnaces in India
- iv. Some Example of Ancient Bellows
- v. 'Forging' and 'Hammering' as an Ancient Technique of Metal
- vi. Soldering and Joining Methods
- vii. Casting and the '*Cire Perdue*' Technique of Harappan Civilization in the light of 'Dancing Girl' artifact found in Mohenjodaro

**Unit 6: Methods and Techniques of Metal analysis**

- i. Threefold Aims of Metal Analysis
- ii. Importance of Formation Studies in Metal Analysis
- iii. Physiochemical Analysis
- iv. X-ray Fluorescence (XRF) and X-ray Diffraction (XRD)
- v. Metallography: microscopic study
- vi. Sample Preparation
- v. Phase Analysis
- vi. Scanning Electron Microscope (SEM)

**Unit 7: Archaeometallurgy with regard to Bangladesh**

- i. Metal artefacts from Bangladesh
- ii. Their manufacturing technology
- iii. The significance of metal artifacts in understanding and interpreting past society and culture of the settlements in Bangladesh

**Unit 8: Case Studies**

- i. Metallic Coinage System in Bengal
- ii. Gupta Gold Coin of Bengal and its Metrology
- iii. Internal and External Sources of Silver For Coin
- iv. Trade Routes For Silver in Bengal
- v. Harikela Coin
- vi. High Tin Bronze Objects From Bangladesh
- vii. Bronze Mirrors from Mahasthan,
- viii. Bronze Knobbed Bowls from Wari
- ix. High-Tin Bronzes: Its Ore Sources and Possible Roots
- x. Bronze Bells From Bangladesh
- xi. Gold and Gilded objects of Bangladesh
- xii. Cannons from Bengal



xiii. Iron implements from various sites of Bangladesh and India

### Unit 9 : Scope and Potentiality of Archaeometallurgy in Bangladesh

- i. Middle Range Research, Experimental Archaeology, Ethnoarchaeology and Archaeometallurgy
- ii. Traditional Metal Crafts of Bangladesh

### Recommended Readings

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<b>Course Title</b>	: <b>Practical: Museum Education and Archaeo-Chemistry</b>
<b>Course Code</b>	: ARCH 513
<b>Class Hours</b>	: 4 [3 hours per week (course) + 1 hour (tutorial)]
<b>Unit and Marks</b>	: Half Unit Course equivalent to 50 marks.
<b>Marks Distribution</b>	: 100 [Tutorials (3) 20 + Exam 80]
<b>Assessment</b>	: Tutorials 20%, Exam 80%

### Objectives

The following subjects are covered in the Practical aspect of a Museum education and conservation aspect using the knowledge of archaeo-chemistry. The Role of Museums and the Professional Code of Ethics, Collections Management, Inventories and Documentation, Care and Preservation of Collections, Display, Exhibits and Exhibitions, Caring for the Visitor, Museum Education Program design, Hand on project, Guide books, Museum Management: Managing People, Marketing, Museum Security, including Disaster Preparedness, Illicit Traffic issues

### Expected outcomes

On successful completion of this practical module, students will be able to:

- Create guide book for museum
- Create inventories, education program, different hand on projects,
- Develop museum exhibition, mission statement, collection management policy
- Fight against illicit trafficking of cultural objects
- Undertake physical and chemical treatment for Conservation

### Contents

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#### Unit 1 : Museum Education : Creating Guide book for Museum

Guide book for kids  
 Guide book for young Adult  
 Guide book for general visitor  
 Cell phone tour for Museum

#### Unit 2: Creating Education program and hand on project

Designing Hands on Project for museum visitor-Origami for Museum Education,  
 Name tag, Repose work, Crown, Mask, Lotus.  
 Trusure Hunting at Museum  
 Storytelling and Performing Arts at Museums

#### Unit 3: Designing Exhibition

Exhibition planning and development  
 Exhibition layout and modeling, testing and installation  
 Developing content for museum exhibition: writing text, Level, panel.

#### Unit 4: How to start a new museum project

Step by step work to develop a museum  
 Startup program



Preparing museum project proposal  
Community participation

#### **Unit 5: Developing mission statement for Museums**

Writing aim and objectives mission statement for museum  
Writing collection and disposal policy of the Museum  
Policy to stop illicit trafficking of cultural properties

#### **Unit 6 : Collections Management of Museum**

Inventories and Documentation  
Digital documentation system of museums  
Preparing Condition Report of museum objects  
Registration of Antiquities: Recording/documentation of artifact

#### **Unit 7 : Creating Replica/ copy of Artifact**

Clay molding using plaster of Paris  
Field Experimenting-Rubber molding  
Field Experimenting-Wax molding

#### **Unit 8 : Archaeo-chemistry**

Method of examination and diagnosis of deteriorated objects: Physical examination  
Chemicals used in conservation of cultural property  
Pathology of build materials: Stone, brick and terracotta: Physical, chemical and mechanical properties

#### **Unit 9: Chemical treatment for conservation**

Fumigation process of insect-attacked organic objects  
Salt removal of siliceous materials  
Washing b) Paper pulp c) Clay poultice  
Removal of biological agents from buildings

#### **Unit 10 : Microscopic study of Artifacts**

Beads perforation test, Study of pottery and its mineralogical component,  
Interpretation of production and function, Interpretation of past trade, economic and subsistence pattern and provenance studies.

#### **Recommended Readings**

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