To
The Principals/T.I.C.
of all the Undergraduate Colleges
offering B.Sc. (Honours & General) in Anthropology
affiliated to the University of Calcutta

Sir/Madam,

The undersigned is to inform you that the proposed revised semesterised draft Syllabus for Anthropology (Honours & General) Courses of Studies under CBCS has been uploaded in the Calcutta University website (www.caluniv.ac.in).

The said syllabus has been prepared by the U.G. Board of Studies in Anthropology, C.U., suppose to be implemented from the academic session 2018-2019.

You are requested kindly to go through it and send your feedback within 23rd February, 2018.

In this regard you may send your observation/suggestion to the Department of U.G. Councils, C.U. or through email (u.g.councilsc.u@gmail.com), and you also may contact Prof. Subho Roy, Department of Anthropology through e-mail (srayanth@gmail.com/subharay@rediffmail.com).

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Yours faithfully,

[Signature]
### CORE COURSES (Pages 5-32)

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## II. Elective Course (Pages 33-56)

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<td>Two each in Semester V and VI. To be chosen from the following</td>
<td>One each in Semester I, II, III and IV. To be chosen from the following</td>
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<td><strong>For Semester V</strong></td>
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<td>GE-2: Psychology</td>
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<td>DSE-2: Public Policy and Anthropology</td>
<td>GE-3: Economics</td>
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<td>DSE-3: Advanced Human Genetics</td>
<td>GE-4: Environmental Sciences</td>
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<td>DSE-4: Advanced Forensic Anthropology</td>
<td>GE-5: Physical Education</td>
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<td>DSE-5: Advanced Paleoanthropology</td>
<td>GE-6: Journalism and Mass Communication</td>
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<tr>
<td>DSE-6: Advanced Anthropology of Religion</td>
<td>GE-7: Computer Science</td>
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<td>DSE-7: Advanced Indian Prehistory</td>
<td>GE-8: BCA</td>
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<td>DSE-8: Advanced Indian Protohistory</td>
<td>GE-9: Botany</td>
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<td>DSE-9: Anthropological Demography</td>
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<td>DSE-10: The Applications of Anthropology in Practice</td>
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<td>DSE-11: Organisation and Anthropology</td>
<td>GE-13: History</td>
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<td>DSE-12: Human Reproduction and Reproductive Health</td>
<td>GE-14: Political Science</td>
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<td>DSE-13: Medical Anthropology</td>
<td>GE-15: Philosophy</td>
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<td>DSE-14: Heritage Management and Tourism</td>
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<td>DSE-15: Sources of Indian History and Culture</td>
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<td>DSE-16: Physiological Anthropology</td>
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<td>DSE-17: Anthropology of Health</td>
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<td>DSE-18: Dissertation (in Semester VI only)</td>
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### III. Ability Enhancement Course (Pages 57-63)

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<th>2. Ability Enhancement Elective (Skill Based)</th>
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<tr>
<td>One each in Semester I and II. AECC-1: Environmental Science</td>
<td>One each in Semester III and IV. To be chosen from the following.</td>
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<tr>
<td>AECC-2: English/MIL Communication</td>
<td>AEEC-1: Public Health and Epidemiology</td>
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<td><em>The college will provide an option to take</em></td>
<td>AEEC-2: Anthropology of Development</td>
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<td><em>either of the two papers in a particular Semester (I or II)</em>, while the students have to appear in both the papers.*</td>
<td>AEEC-3: Anthropology and Tourism</td>
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<td>AEEC-4: Media and Anthropology</td>
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**Note**
1. AEC courses are not included in the gradation
2. Anthropology Hons. Students are not eligible to take the GE courses. They should opt for GE courses of other Discipline of equivalent credit.
3. At least 50 lectures should be allotted for 4 credit theoretical course and 2 credit practical course.
Theory.

UNIT I:
(a) Emergence, history, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology
(b) Anthropology in relation to the disciplines of Physical and / or Natural sciences, Social Sciences, Arts and Humanities

UNIT II: Introduction to Biological Anthropology
Anthropology: its definition; definition of biological anthropology --- its areas and applications, history of development, Relationship of biological anthropology with other sciences and allied fields: medical and health sciences, environmental sciences, earth sciences and life sciences, Bio-cultural Approach.

UNIT III: The biological basis of inheritance (I)
Cell – the unit of life
i) Structure and function of animal (eukaryotic) cells.
ii) The cell cycle: cell division – meiosis and its significance;
iii) Gametogenesis – spermatogenesis and oogenesis
iv) Fertilization and development of foetus in first, second and third trimesters (a brief outline of the processes)
v) Embryonic stem cell (a brief outline)

UNIT IV: Human Morphology
ix) Skeletal morphology: definition and function of skeleton, classification of bones; articulations of bones (sutures and bones)
ii) Cranial osteology: the human cranium – name, number, features and determination of side of the constituent bones
iii) Different views/normas (vertical, frontal, lateral, occipital, and basal views) of skull. [for these ‘views’, only salient features and their evolutionary significance, if any, to be known].
iv) Post-cranial osteology: vertebral column, pectoral girdle, thoracic cage, pelvic girdle, upper and lower extremity bones – name, number and features.
v) Determination of side of the bones – scapula, clavicle, humerus, radius, ulna, innominate, femur, tibia, fibula.
vi) Human dentition (basic structural features) and dental formula (deciduous and permanent), evolutionary significance (brief outline)
vii) Identification of sex from adult skull and pelvis.
ix) Concepts and facts regarding skeletal modifications as a consequence of evolution; erect bipedalism, grips.
ix) External morphological features of man in relation to evolution.

Core – P-1
Introduction to Biological Anthropology: Practical
Human skeletal morphology
a. Identification of human skull bones: (frontal, parietal, temporal, occipital, maxilla, zygomatic, ethmoid, sphenoid, mandible). Sides to be identified for the paired bones.
b. Identification of human post-cranial bones: Vertebral column (atlas, axis, typical cervical, thoracic, lumber, sacrum), sternum, clavicle, scapula, humerus, radius, ulna, innominate, femur, tibia, fibula. Sides to be identified for the paired bones.
c. Identification of sex from skull and pelvis.
d. Identification of human deciduous and permanent teeth.

Readings

CORE – T2: INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY

Theory

UNIT I: Social and Cultural Anthropology

i. Emergence, history, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology; Social and Cultural Anthropology in relation to other disciplines; Anthropology as Interdisciplinary and multidisciplinary integration

ii. Society: (i) Kinship/status and Contract; (ii) Descent, Exchange and Transaction; (iii) Social Fact (Durkheim), Social Structure (Structural-Functionalism and Structuralism), Social Organisation (Firth and if any other), Institution (Malinowski), Social System (Gluckman and Parsons), Process (Turner) and Social Action (Weber), (iv) Network Society (Castells)

iii. Culture: (i) General and particular, (ii) Set of Assumptions [e.g. Keesing 1974]

UNIT II: Elements of society and Culture

i. Kinship:
a. Classical Kinship Theories: Evolution, Descent and Alliance [Evolutionist, Structure-Functionalist, Structuralist, neo-evolutionist views]; Types and Terminology of Kinship; Clan, Lineage, Segmentary Lineage, Phratry and Moiety; Relationship to inheritance, residence rules and other rights and duties
b. New Kinship Theories [Schneider, Overing, Strathern]


iii. Marriage and Family: Features, Types, Rules, Diversity and Change

iv. Religion: Forms (Animism, Animatism, Manaiism, Polytheism, Monotheism, etc.), Shaman, Totem, Taboo


vi. Law and Political Organisation in Anthropology


Core – P-2

Introduction to Social and Cultural Anthropology [Practical]

UNIT I. Units, Arguments and Approaches in Social and Cultural Anthropology

(i) Logic [Introduction and Three principles: Induction, Deduction and Abduction] (ii) Understanding and Interpretation (iii) Essence-Construct (e.g. ethnicity and gender), (iv) Objective (object-like integrated, inherited or learned by enculturation/socialisation), Subjective (active construction of meanings or symbols or Constructivism), and Intersubjective (shared between subjects as construction of meanings), (v) Emic, Etic, Both Emic and Etic (vi) Quantitative, Qualitative and Mixed Methods

UNIT II. Individual/Group Exploration of any phenomenon in everyday context in one or more sites using techniques of fieldwork in Anthropology (minimum 5 days of work)

I. Conversation, empathy, rapport, Chit-chat, Interviews, Observation, Listening, Transcription, Types of Notes and Memos, photographs

II. Interaction with some closely available individuals with focus around the phenomenon chosen

III. Developing a schedule and a set of semi-structured questions around the phenomenon explaining the justifications and using it for quantitative and qualitative information to record

IV. Recording of the information, taking photographs and transcription with notes and memos
V. Reporting the findings using transcribed narratives [handwritten equally permissible] and at least tabular calculation of quantifiable information
VI. presentation and viva-voce

Readings


Hanoch Dagan and Elizabeth S Scott. 2016. Reinterpreting the Status–Contract Divide The Case of Fiduciaries


CORE – T3 INTRODUCTION TO ARCHAEOLOGICAL ANTHROPOLOGY

Theory

UNIT I. Basic concepts and a brief history of archaeology, with special emphasis on prehistoric studies
a] Relation between these fields – their aim and scope, interesting fields of research. Relevance of palaeoanthropology and archaeology in anthropology, with special emphasis on prehistory.

b]Outlines of the antiquarian stage, Three Age Paradigm, descriptive phase, New archaeology, post processual archaeology are to be mentioned). The concept of culture in archaeology, social archaeology, economic prehistory.

UNIT II. Methods of studying prehistoric archaeology
Conjunctive approach, Environmental archaeology, Ethno archaeology, Experimental archaeology (One specific example of works done by using these methods should be given).

Core – P-3

Archaeological Anthropology: Practical

a) Tool making technologies to be studied in details
b) Causes of differences in tool typo-technology in Europe and India should be mentioned.
c) Identification of the forms of raw material: Cobble core, flake, flake-blade, true blade, microblade, ground and polished
d) Procedure of drawing tools – 2 core, 2 flake, 2 flake blade, 2 blade, 2 ground and polished tools

References


• Daniel, Glyn E. 1975 *150 Years of archaeology.* London: Duckworth.


• Trigger, Bruce. 1989 *A history of archaeological thought.* Cambridge: Cambridge University Press.

CORE – T4 FUNDAMENTALS OF HUMAN ORIGIN & EVOLUTION

Theory
UNIT I. The study of Primates

1) The living primates:
   a) **Definition** of the order ‘Primates’ (Linnaeus, 1758; Mivart, 1873).
   b) **General characters** of the order Primates and the ‘evolutionary trends’ (locomotion, diet, dentition, brain, , and behaviour); theory of arboreal adaptation (outline idea).
   c) **Classification** of the order Primates up to the Family level, after,
      i) Simpson, 1965, and modified by Simons, 1971 (classical gradualistic);
      ii) Szalay and Delson, 1979 (cladistic approach).
   d) Strepsirrhine, Haplorrhine and anthropoidea: general characteristics and distributions of the families.
   e) **The Monkeys**: New World Monkeys (Platyrrhines) and Old World Monkeys (Catarrhines) – definitions and distinctive features, distribution, habitat and ecology (as two contrasting groups).
   f) Living **anthropoid apes**: Asians and African – their comparative morphology and anatomy, distribution, habitat; their comparisons with modern man.
   g) Modes of **Primate locomotion** with special reference to evolution.
   h) **Primate behaviour**: brief concepts of the terms - core-area, home range, dominance, grooming, male-female sexual bond, allomothering (with reference to Baboon and Chimpanzee).

2) The Fossil Primates— the background of human evolution:
   i) **Oligocene anthropoids** with special reference to *Apidium, Propliopithecus,* and *Aegyptopithecus.*
ii) **Miocene hominoids**: *Proconsul-Dryopithecus, Sivapithecus-Ramapithecus, and Gyrantopithecus.*
[N.B.- For the above fossil specimens, their chronology, environmental background, distribution, salient anatomical features, and phylogeny to be known as outlines of the whole process of evolution.]

iii) Outline of the **Pongid-Hominid split**; major hypothetical lines of primate evolution from Parapithecidae to Australopithecinae.

iv) **Proto-hominids** of Pliocene and Plio-Pleistocene: Australopithecines (*Australopithecus afarensis, Ardipithecus ramidus, Australopithecus africanus, Australopithecus boisei and Australopithecus robustus*)
   i. **Emergence of genus Homo**: H. habilis, H. erectus (Java, Peking, and Turkana)
   ii. **Emergence of Archaic Homo sapiens**: Neanderthal (La-Chapple-aux-saints and Tabun), Narmada Man
   iii. **Anatomically modern Homo sapiens**: Cro Magnon, Grimaldi, Chancelade
   iv. Emergence of modern human and their dispersal

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**Core – P-4**

**Fundamentals of Human Origin & Evolution: Practical**

**UNIT I. Living anthropoid skull**

Identification of anthropoid skulls (Gorilla, Chimpanzee, Orang utan and Gibbon). In the absence of original specimen, cast models or appropriate photographs may be utilized in the laboratory

**UNIT II. Fossil anthropoid skull**

i. Identification of fossil apes (Parapithecus mandible, Dryopithecus mandibular fragment,). Cast models or appropriate photographs may be utilized.

ii. Identification of protohominid --- Australopithecus africanus.

**UNIT III. Palaeoanthropology**

Drawing and identification of fossil hominids. One typical specimen of H. habilis, H. erectus (Java and Peking man), Archaic Home sapiens, Neanderthal (La-Chapple-aux-saints), H. sapiens (Cro Magnon) (Appropriate photographs may be utilised).

**Readings**


CORE – T5 ECOLOGY AND CULTURE IN THE PAST

Theory

UNIT I.

Environment, Biome, Culture: Climatic fluctuations of Pleistocene in Europe, Africa & India— their probable causes. Biome -habitat-culture model after Grahame Clark.

UNIT II

i. Distribution of Cultures in Pleistocene Time
   a. Lower Palaeolithic Culture: – Brief idea about regional variations of Paleolithic cultures of Europe to be given (with special emphasis on Western Europe). South-East Asia: Patjitanian and Zhoukoudien are to be mentioned in brief. Early Stone Age cultures of East Africa (brief outline). Olduvai Gorge and KoobiFora sites are to studied in details. Laetoli and Hadar are to be mentioned in brief. Sub-Saharan Africa – Transvaal culture (Early Stone Age). Indian Subcontinent – North, Central, West, South and Eastern regional cultures to be highlighted with one type/important site specification. In all these, not only the associated evidences, but also prehistoric cultures of the respective regions are to be generally treated.
   b. Middle Palaeolithic Culture: Europe – Middle Paleolithic cultures (Mousterian Culture). Middle stone age culture of Africa (salient features). India- Middle Palaeolithic cultures.
   c. Upper Palaeolithic Culture: Upper Palaeolithic cultures of Europe. Indian subcontinent-Upper Palaeolithic cultures. [Diversifying cultural life in late Pleistocene to be highlighted]

ii. Further Spread of cultures in Holocene times:
   Europe – European Mesolithic. (Climatic adaptations & formation of ecological niches to be highlighted– Maglemosean, Tardenoisean, Midden Cultures). Mesolithic India (Bagor, Langhnaj, Birhanpur, Sarai Nahar Rai, Bhimbetka, Teri sites. Near East – Beginnings of food production – broad spectrum economy to be outlined with special emphasis on Natufian.
   Neolithic: Era of food production – theories to be mentioned in brief (Childe, Flannery, Braidwood).Importance of Near East in food production to be outlined, with special emphasis on Jarmo, Jericho, Hassuna, Halaf. Basic features of Neolithic in Near East, Europe and South Asia /India. Indian Neolithic: the following sites are to be studied: Burzahom, Deojali Hading, Kuchai, Sanganakallu, Tekkalakota, Budihal
iii. **Earliest Civilizations**: Concept/ features of urbanization: Features of urbanization according to Braidwood and Childe. Mesopotamian and Egyptian civilizations - brief ideas. Harappan civilizations – to be treated in details. Chalcolithic India- classification and characters. Ideas about urban & village settlement in Indian subcontinent. Importance of pottery in Chalcolithic & post Harappan times in India as identifiers of different cultures. Copper Hoard cultures.

**Core – P-5**

i. Morphometric analysis Palaeolithic, Mesolithic and Neolithic tools (any two tools from each cultural age). Graph papers must be used for this purpose.

ii. Tools to be identified in terms of cultural periods.

**References**

- Bender, Barbara. *Farming in prehistory*.
- Clark, D. *Prehistoric Europe: the economic basis*.

**CORE – T6: HUMAN ECOLOGY, BIOLOGICAL BASIS OF GROWTH AND NUTRITION**

**Theory**

**UNIT I**

**Human ecology**

Differences between evolutionary ecology, and **Biological human ecology**, Human Adaptability Programme: definitions of the terms— environment, ecology, stressors,
adaptation, adaptability, Gloger’s Rule, homoeostasis, acclimatization, human biological responses to heat, cold (Allen’s and Bergmann’s rules), and altitude

UNIT II
Cultural Anthropology of Ecology
i. Approaches to Ecology and environment with :Examples of tribal/ethnic, Peasant, and urban communities

Technology and Livelihood and small-scale economy: anthropological understanding of technology with examples (e.g. foraging/gathering-hunting, horticultural, pastoral economy, agricultural economy)

UNIT III. Human Biology

i) Human growth: definitions and brief outlines of the following terms: growth, development and maturation; concepts of major growth curves—distance, velocity and acceleration; methods of growth study: longitudinal, cross-sectional and mixed cross-sectional; ii) Human nutrition: food, diet, nutrition, and metabolism (definitions only); the basic nutrients—micro-, and macronutrients—their sources and utility; malnutrition: over-, and under-nutrition, malnutrition—their evaluation and general consequences. Nutritional adaptation in man

Core – P-6 Craniometry and Osteometry

Students should be trained in identifying landmarks on skull, taking the measurements (on at least 3 skulls) following standard methods, using the following instruments: Martin’s sliding calliper, Martin’s spreading calliper, measuring tape, mandibulometer, Martin’s vertical craniophore, Martin’s static goniometer, Mollison’s attachable goniometer, Horizontal needle, spirit level, osteometric board.

UNIT –I
A. Linear measurements on three crania:

B. Curvilinear or arc measurements on three crania
C. Measurements on mandible:(on at least 3 mandibles).

D. Angular measurements on three crania:

UNIT II

Osteometry: (Measurements on long bones)
Students should be trained to take the following measurements on 3 long bones of each

type (Humerus, radius, ulna, femur, tibia).
1. Maximum length, 2. Maximum circumference of the shaft, 3. Minimum circumference of
the shaft.
4. Diameter (antero-posterior and medio-lateral) of:
   a) The proximal end of the shaft
   b) The distal end of the shaft

Readings:
   Book Center, Lucknow, India.
   press Elsevier.
   Kinetics.
   University Press. UK.
    Press.

CORE – T7. THEORIES OF CULTURE AND SOCIETY

Theory

UNIT I. Anthropological Theories
i. Classical Theories in Anthropology I: a) 19th Century Evolutionism (E. B. Tylor, L. H.
   Morgan), b) Historical Particularism and Cultural Relativism (Franz Boas), c) Diffusionism
   (German-Austrian, British School and American School), d) Functionalism
(Malinowski), e) Structural Functionalism (Radcliffe-Brown), e) Culture and Personality theories


iii. Critical, Postcolonial, Postmodern and Post-Structural Anthropology (overview)

UNIT II: Anthropological Approaches to

ii. Community (Peasants, Tribal/Ethnic, Religious), Class (Functionalist, Marxist, Weberian), Gender (Functionalist, Constructivist and Feminist),

iii. Material Culture


iv. Power


v. Religion

a. The Construction of Religion as an Anthropological Category

b. Studying Religion Anthropologically: Definitions and Theories

**Ref.**


vi. Cities

a. **Origins of Cities and Early Approaches to city**: [Childe, Mumford, Tonnis, Wirth, Redfield, The Chicago School, The Community Study Approach, Interaction (Whyte, Jacobs, Goffman), Anthropology of urban poverty; Network research, Anthropology In/Of the City ] ([Ref. Caves, Parker, Hutchison]

b. **The Foundations of Urban Theory**: Weber and Simmel ([Ref. Parker]

c. Gentrification; Homelessness; Exclusion/Marginalisation; Ethnicity ([Ref. Caves, Parker, Hutchison, Bagchi]

Ref:


Core – P-7

UNIT I: Tools of Analyzing Practice of Culture and Society

i. (a) Phenomenology: Code, Category, Theme, (b) Grounded Theory: from sampling analysis through coding, (c) Case Study according to Robert Stake, (d) Focus Group

ii. Techniques of data collection:: Interviews; Observations; Conversation; Documents and/ or texts; Triangulation,

iii. Basic Statistics: Frequency distribution, scales of measurements, variables, sampling

UNIT II: Group/Individual Study of any phenomenon in everyday context with mixed methods or ethnographic approach; each study in one or more real/virtual sites (preferably not more than two, at any convenient space of the student/s and not during regular class hours of the college,) (data collection not below 6 days)

(a) The Options of Data Collection: Conversation, empathy, rapport, unstructured, semi-structured, depth and structured interview, focus group, observation with focus around the issue/s under study
(b) Developing theoretical sensibilities about the data
(c) Developing sets of questions around the phenomenon
(d) Both quantifiable and qualitative data from the field and data from previously worked sources to relate each other.
(e) Recording of the data, Transcription of the data, Use of analysis techniques with notes, photographs
(f) Reporting the findings using transcribed narratives and tabular calculation of quantifiable information
(g) Focus on identification of own experience of stranger-familiar, outsider-insider, explorer-learner, own cultural bias-their cultural bias
(h) Seminar presentation and viva-voce

Readings

de González,Laura Tubelle and Thomas McIlwraith 2017 Perspectives: An Open Invitation to Cultural Anthropology Edited by Nina Brown, American Anthropological Association
Eriksen Thomas Hylland.. 2001. SMALL PLACES, LARGE ISSUES An Introduction to Social and Cultural Anthropology SECOND EDITION


**CORE – T8. HUMAN GENETICS AND POPULATION BIOLOGY**

**Theory**

**UNIT 1: The genetic material:**

i) The **chromosome**: structure of human chromosomes – **general structure**: size and shape; **physical structure**: nucleosome-solenoid model; **chemical structure**: histones and nonhistones, protein., Normal **human karyotype**; classification of chromosomes – Denver system. Chromosome banding (brief outline)

ii) The **nucleic acids**: **DNA** – the structure: double helix. The **genetic code**; DNA replication; Structure of **RNA** (in contrast to DNA), types of RNA: mRNA, tRNA, and rRNA – their functions. Types of **DNA in human genome**: unique DNA sequences, satellite DNA, repetitive DNA sequences (only basic concepts and significance).

iii) **The Gene**: its structure and organization – introns and exons (Expression of gene – brief outline); definitions and basic structural features of typical human gene (Haemoglobin).

iv) **Chromosomal abnormalities**: numerical abnormalities with special reference to the etiology and clinical features of Down’s, Turner’s, and Klinefelter’s syndromes; structural abnormalities: brief introduction to translocation, deletion, inversion, duplication, ring-chromosome, and isochromosome.

**UNIT 2: Human Genetics:**

i. **Introduction**: Definition, aims and applications of human genetics and its relevance in anthropology.

ii. **Methods** of human genetics with special reference to family study, twin study.

iii. **Mendelian inheritance**: Mendel’s law and its application to man; modes of inheritance of Mendelian traits in man—**autosomal** dominant, autosomal recessive; **sex-linked** inheritance (with reference to common examples)- X-linked dominant and recessive inheritance in man. Sex chromatin and Lyonization.

iv. **Co dominant inheritance**, multiple alleleism, polymorphism

v. **Alteration of Mendelian ratios**: brief introductions to— lethal alleles, incomplete dominance, epistasis, pleiotropy, sex-limited and sex-controlled traits, penetrance and expressivity, genetic heterogeneity, linkage.

vi. **Inheritance of complex traits**: concepts of complex traits, continuous and discontinuous traits, quantitative traits; threshold value; examples of multifactorial and polygenic traits in humans: stature.
Core – P-8

Genetics

Students should be acquainted to undertake the following tests or observations and record the results in the laboratory notebook:

i: Dermatoglyphics: candidates should be trained in taking the prints of palm and fingertips of, at least 3 subjects.
   a) In case of fingerprints, pattern types should be identified and the Pattern Intensity Index (PII) is to be calculated. In case of palm prints, a, b, c, d, and t triradii and atd angle.

ii: ABO and Rh (D) Blood groupings: Students should be trained in determining ABO and Rh (D) Blood groups of at least 5 subjects following standard method.

iii: PTC / PTU tasting ability: Students should be trained to test PTC/PTU tasting ability in at least 10 subjects, following standard method.

iv: Testing of Colour vision (Colour blindness): Ishihara’s chart (1979) should be used and tests should be demonstrated as suggested. Inference should be recorded on at least 5 subjects.

Readings:

CORE – T9: ANTHROPOLOGY OF INDIA

Theory

UNIT I Contribution in Social and Cultural Anthropology


l. **Verrier Elwin**: Verrier Elwin’s Field Methods and Fieldwork in India: An Appraisal By Bhabagrahi Misra. 1971

**UNIT II. Contribution to Archaeological Anthropology**

i) European Orientalism (17th and 18th Century): Sir William Jones and the creation of Asiatic Society

ii) Classification of Indian Archaeology (Verma, 1997)
   - Period – I (1840 – 1940) Pre Sankalian era
   - Period – II (1940 – 1990) Sankalian era
   - Period – III (1990 onwards) Post Sankalian era


**UNIT III. Contribution to Biological Anthropology**


Core – P-9

UNIT I

Project work on archaeology at present

Visit to nearby locations. Study of any ancient monuments/ buildings/ temple etc (or any ancient features like motifs art, pottery, etc.) in urban context. Changing context regarding style, symbol, function, purpose, changing worldview etc.—any work of cultural resource management, salvage archaeology or urban archaeology or industrial archaeology may be undertaken.

UNIT II

Submission of individual report on identification of public spaces [i.e. at least one among club, tea-stall, cafe, temple, mosque, church, market, shops/stores, rowak, park, playground, ward office, any public assembly corner and so on] in a residential neighbourhood, plotting them in the google snapshot or other map, recording responses of at least fifteen [15] un-related separate gendered residents about their knowledge, attitude and practice regarding the identified public places and analytical narration of five major problems of the respondents’ self-identified neighbourhood.

Readings


Gupta D. Social Stratification. Delhi: Oxford University Press.

Guha BS. (1931). The racial attributes of people of India. In: Census of India, 1931, vol I, Part III (BPO, Simla)

Haddon AC. (1929). Races of man. Cambridge University, London.


Majumdar DN. (1901). Races and Culture of India. Asia Publishing House, Bombay


CORE – T10 STUDY OF HUMAN POPULATION

Theory

UNIT I: Population Genetics
i) Definition and concept of population, definition of population genetics, genotype and allele frequencies, calculation of allele frequencies (MN and ABO blood groups); mating systems—random, assortative mating, inbreeding (brief concepts).
ii) The Hardy-Weinberg equilibrium—concepts and applications; the evolutionary forces: a. Mutation: definition, causes and types, b. Selection: definition, natural selection and Darwinian fitness, heterozygote advantage (e.g., Sickle Cell Trait), and c. Migration and gene flow: only basic concept of how these factors change gene frequency, d. Genetic drift: only introduction to the basic concepts.

UNIT II: Human population variation: different approaches of classifying human populations: typological, ecological (local, micro, and geographical), and clinal; definition and concept of the term ‘Race’—historical background; broad racial groups of mankind: general physical features and distribution; Racial criteria (Skin colour, nose, head hair and eye form)

UNIT III: Contribution in Biological Anthropology
i.Racial elements in Indian population
ii.Critical appraisal of contribution of H. H. Risley, B. S. Guha, and S. S. Sarkar towards
understanding ethnic distinctness in the Indian populations
iii. Indian population diversity (ABO blood groups)

Core – P-10
**Anthropometry.**
Candidates should be trained in taking the following measurements on at least 3 living subjects, identify the landmarks involved and know about the instruments (Martin’s Caliper sets, Martin’s Anthropometer, Rod compass) used.

i. **Measurements on head and face:**

ii. **Measurements on trunk and limbs:**
   b. Skinfold measurements: biceps, triceps,
   c. Physiological variables: Blood pressure (mercury sphygmomanometer and stethoscope)

iii. **Indices:**
   b. Students should be trained in working out the values of mean, standard deviation, and standard error of mean, with respect to the values of height vertex and body weight.

**Readings:**
Theory

UNIT I

a) Forensic anthropology: principles and concepts of the discipline; evidences in forensic anthropology: serological, skeletal remains, fingerprint

b) Genetic counselling: Definition, aim, method (brief outline), Thalassemia screening

Biosocial anthropology in practice, Medico-legal application: Personal identification, Paternal exclusion and diagnosis, d. Erythroblastosis foetalis.

d) Nutritional Anthropology: concept, malnutrition – under and over.

e) Epidemiology

Readings:


UNIT II

i. Approaches to Development and Anthropology

   a. Post-world war II History of Growth and Development
   b. History of Development Anthropology and Anthropology of Development

ii. Applied and Action Anthropology

   a. Malinowski as Applied Anthropologist


   b. Indigenous Knowledge and Applied Anthropology


   c. Historical outline of Applied Anthropology


   d. Challenges of Applied Anthropology in Recent Past
A New Position: Between Theory and Applied Practice
Ref: Theoretical Scholarship and Applied Practice Opportunities and Challenges of Working in the In-between R Sarah Pink, Tom O’Dell and Vaike Fors

Applied and Action Anthropology Together

Action Anthropology: An Introduction

In the words of Sol Tax

A Case of Action Anthropology

Social Impact Assessment within Anthropology and Beyond
http://scholarworks.wmich.edu/masters_theses/1293
Frank Vanclay, Ana Maria Esteves, Ilse Aucamp and Daniel M. Franks (2015), Social Impact Assessment: Guidance for assessing and managing the social impacts of projects, Fargo ND: International Association for Impact Assessment;

Public Anthropology: Discourse and Cases
i) Public Anthropology: Concept, Practices and Debates

ii) Cases of Public Anthropology
UNIT III

Archaeology in Practice

Examples of different kinds of works being carried on by the following approaches:
Determinism, Processual archaeology: cultural materialism, culturology, functionalism, cultural ecology, structuralism, historical materialism.

Contemporary approaches: critiques of Processual Archaeology; post processual archaeology: poststructuralism, interpretive and symbolic approach and critical theory, Post modernity and its impact in archaeology.

CRM, industrial, urban, ethnoarchaeology, action archaeology and public archaeology.

Cognitive and Symbolic Archaeology. Gender issues in archaeology. Nationalism, Colonialism, and archaeology.

Core – P-11

UNIT I: Study of the major government policies and programmes for Rural People with emphasis on the state of West Bengal like land reforms, Kanyashree, Sabooj Sathi, Midday Meal, Nijo Griha, Nijo Bhumi, Jal Dharo Jal Bharo, Sasthya Sathi.

Group discussion on the major policies and programmes to be transcribed and analysed in terms of historical context, nature, significance, and impact on society and students’ assessments and feelings regarding each project; Submission of the report [preferably as clearly handwritten] and viva-voce

UNIT II: Study of Topographical Maps

1. Understanding the concept of topography
3. Detailed study of the science and symbols used in topographic maps
4. Comparative study of at least four topographic maps showing four topographical zones on the basis of contour patterns like hills, mountains, plateaus, plains, forested areas, river valleys, agricultural lands, settlement patterns, roads, railways, power lines.

References:

- Binford, Lewis R. 2001 In pursuit of the past: decoding the archaeological record. London : Thames and Hudson.
• Trigger, Bruce. 1989 *A history of archaeological thought.* Cambridge: Cambridge University Press.

CORE – T12 RESEARCH METHODS FOR PRACTICE [1]

**Theory**

**UNIT I: Research Methodology:**

a. The issue with approach, methodology, paradigm, method and technique
b. Based on nature of method and data: Quantitative, Qualitative and Mixed Research
c. Based on Paradigm: Positivist, Post-positivist, Interpretive, Scientific Realist, Critical, Pragmatist and Action/emancipatory research
d. Focus on two methods: (a) Survey (Coverage, response, measurement, sampling, specification), (b) Ethnographic Approach
e. The particulars of ethnographic research: History of ethnography, participant observation and other types of observation; informant / respondent / participant, key informant, research collaboration, cultural specialist and cultural consultant; Notes [(e.g. Jottings, Field Notes, Personal Notes, Methodology Notes, Theoretical Notes] and memos, recording and writing in the field, documents and photography, transcription); Rhetoric/Styles of writing; Thick descriptions; Thematic Analysis (e.g. Coding, Theme, Comparison, etc.)
f. Participatory Research: Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Participatory Learning and Action (PLA)

**UNIT II: Field Archaeology: Site survey and excavation**

Ideas of site survey and excavation. Different methods of exploration/site survey. Different methods of excavation (pre-excavation stage, actual phase of digging up, recording of data, collection of different types of data, preservation of data, post excavational analysis and publishing of report; with examples.

**UNIT III. The concept of time---dating techniques**

i. The concept of chronology, Relevance of dating in archaeology. Absolute & relative methods of dating; physical and chemical methods of dating. Following methods to be briefly discussed (on the following points: Discovery, first use, datable materials, basic principles, formula, precautions, advantages & disadvantages, percentage of error. Specific examples to be cited).

ii. Absolute methods –C14, TL, K/Ar, Dendrochronology, obsidian hydration.

iii. Relative methods-Stratigraphy & river terraces, Typo-technology, FUN estimation

Core – P-12

Fieldwork is to be done on any community or group or settlement or problem

i. Selection of the issue/community/problem and site of study in advance;
ii. Every major stage of decision-making about the study needs to be well communicated to the students so that they can explain them both analytically and critically in academic senses. Detailed learning of methodologies [from Module] is preferred to help fieldwork.

iii. The fieldwork (camp-based for at least 10 days excluding journey and not more than 15 days) needs to target analysis of (i) selection of the issue/s for study, (ii) questions and/ or purposes and/ or hypothesis of the study (to be finally reflected in the report) (iii) the justification of both probability and purposive sampling used or not used, (iii) ethical issues in the fieldwork process, (iv) developing contacts and building trust and empathy (uncritical acceptance of what and why the respondents talk and behave; getting as close as possible to the emotional and rational interpretation of the respondents’ behaviour) (v) identifications of both the culturally rich and divergent respondents with justifications (vi) building of design of the study after few days of fieldwork to follow for the rest of the days of work

iv. Quantitative data and analysis might be based on samples of either or both of probability and purposive sampling. They need to address both population and their issues

v. The major domains of the issues or phenomena need to cover (i) politics, (ii) education, (iii) religion/ideology/worldview, (iv) health, (v) capabilities, marginalisation and empowerment (vi) economic pursuits, (vii) government and non-government development programmes and participation, (viii) social movements, if any and (ix) layout of symbolic spaces of their living.

vi. Reporting and presenting: [Primary calculations with tables and charts, Literature Study, Categories of Common experiences, Categories of personal experiences, feelings and insights about methods and techniques used, gaps in fieldwork, linking between domains of data, e.g. economic with political and religious]

vii. Viva voce

Readings

Bernard, H. Russell (2002). Research Methods in Anthropology: Qualitative and Quantitative Approaches, 3d ed. Walnut Creek, CA: AltaMira Press


de González, Laura Tubelle and Thomas McIlwraith 2017 Perspectives: An Open Invitation to Cultural Anthropology Edited by Nina Brown, American Anthropological Association


CORE – T 13 RESEARCH METHODS FOR PRACTICE [2]

**Theory**

**UNIT I: Fundamentals of Research in Anthropology**

i. Components of research: Research Design, Research hypothesis, Research questions; Objectives and/ or Purpose of Research; Sampling (e.g, probability and purposive/criteria-based); measurement; scaling; questionnaire construction;

**UNIT II: Bio-Statistics**

ii. Types of variables, presentation and summarization of data (tabulation and illustration).

iii. Descriptive statistics- Frequency distribution, graphical presentation, Measures of Central Tendency, Measure of Dispersion, Skewness and Kurtosis, Normal distribution

**Readings**


**UNIT III: Ethics and Politics of Research:** ethical review of research, theories and concepts related to ethical decision-making; Ethical importance of consent, privacy and confidentiality in research; Issues of academic fraud and plagiarism, conflicts of interest, authorship and publication; Politics of quantitative, qualitative and mixed research
UNIT IV: Analysis and Writing Up
i. Chapterization, preparing a text for submission and publication, concepts of preface, notes (end and footnotes), glossary, prologue and epilogue, appendix, bibliography (annotated) and references cited, review and index.
ii. Similarities and differences between qualitative and quantitative data analysis.

Core – P-13

Project on the Social Movements of India: a] Tribal (e.g. Santal Movement, Birsa, Tana Bhakat and anyone else); b] Land and Agricultural Reforms (Tebhaga); c] Environmental and anti-displacement (e.g. Bishnoi Movement, Chipko Movement, Silent Valley, Narmada Bachao, Pagladia and Tehri Dam); d] Response to Dispossession of agricultural land (Singur and Nandigram and anyone else); e] middle class (Anna Hazare); f] dalits (Dalit Buddhist movement): Discussion in the class about any one from each of all the six categories. Group discussion on each movement to be transcribed and analysed in terms of historical context, nature, scale, course of actions, consequences, impact on society and students’ assessments and feelings regarding each movement; Submission of the report [preferably as clearly handwritten] and viva-voce

CORE – T14 RESEARCH METHODS FOR PRACTICE [3]

Theory

UNIT I. Compulsory Reading of the following texts

UNIT II. Compulsory Reading of the following texts
i. Bronislaw Malinowski, 1922 “The Essentials of Kula”
iii. Franz Boas .1920. The Methods of Ethnology
iv. Marvin Harris. 1966. The Cultural Ecology of India's Sacred Cattle

UNIT III: Constitution, Public Policy and Programmes: Present Scenario of India
i. Dalit, SC, ST, OBC, minorities, women, transgender (Constitutional and legal safeguards and reforms), Panchayeti Raj with special reference to West Bengal
UNIT I: Data analysis and Field report of social and cultural anthropology of previous semester

(a) Use of holism and theory connecting the issues or phenomena needs to be reflected in the report or analysis of the data

(b) The report needs to cover the chapters on at least (i) introducing the study with its justification of the backdrop; how, why and what they studied; questions and/or purposes and/or hypothesis of the study; justification of the methodology in brief and arrangement of the report/chapters; (ii) literature review and conceptual framework, (iii) approach and/or methodology; (iv) chapters of the data analysis (v) Reflexive and critical account of the senses and sensibilities emergent from the experiences and (vi) conclusion

(c) The report presenting at least the sections (i, iv, v and vi) needs to guarantee/ensure absence of plagiarism with evidence of software checking.

(d) Seminar presentation and viva voce

UNIT II: Fieldwork on Geomorphology (5 days’ stay excluding journey)*
A) Data are to be collected on the following aspects:
   i. Study of toposheets and topographic maps.
   ii. Study of geomorphology of the chosen area with justifications
   iii. Use of tools-----picks, knives, brushes, compass etc.
   iv. Study of natural sections and river terraces/riverine and fluvial actions as applicable
   v. Preparation of a chosen area for gridding.
   vi. Trial excavation by taking test pits (without affecting/destroying any site)

B) Submission of the basis of observation, works conducted and analysis.
C) Evaluation of report and viva voce

*The field work on Geomorphology may be conducted anytime during the period of previous semester
II. DISCIPLINE SPECIFIC ELECTIVE SUBJECTS

DSE-1: ADVANCED URBAN ANTHROPOLOGY

Theory
1. Origins of Cities and Early Approaches to city: [Childe, Mumford, Tonnies, Wirth, Redfield, The Chicago School, The Community Study Approach, Interaction (Whyte, Jacobs, Goffman), Anthropology of urban poverty; Network research, Anthropology In/Of the City] → Caves, Parker, Hutchison
2. The Foundations of Urban Theory: Weber, Simmel, Benjamin and Lefebvre → Parker
4. Urban Spaces: Public, Private, Gendered, Classed → Caves, Parker, Hutchison
5. Suburbanization → Caves, Hutchison
6. The Postmodern and Hypermodern City → Caves, Parker, Hutchison
7. Categories of city: Earlier and current classes of Cities → Caves, Parker, Hutchison
8. “Unevenness” and Diversity in Global Urbanism City → Caves, Parker, Hutchison, Castells, Sassen
9. Major trends of urban studies in India

Practical
1. A Demonstrative on-the-spot field training to make the students realize Anthropology In/Of the City; Urban Spaces; Urban Public Space and Place. Use of Observation and interviews
2. Group Discussion and Presentation
   (i) Critical urbanism with focus on Global South → Caves
   (ii) Community and Identity → Caves, Hutchison
   (iii) The Right to the City, Politics, Governance and Transformation in Southern Global contexts → Caves

Ref:
Bagchi, S. S. 2014 Urban Marginalisation in the Third World: Issues and Problems. Delhi: Inter-India Publications (Ch 1)


Rob Roggema 2017 The Future of Sustainable Urbanism: Society-Based, Complexity-Led, and Landscape-Driven


Ruth E. Toulson 28-42 | 2015 Theorizing the City: Recent Research in Urban Anthropology


Saskia Sassen, 2009, Cities in Today’s Global Age. SAIS Review Citiesvol. XXIX no. 1 pp. 3-32


DSE – 2: PUBLIC POLICY AND ANTHROPOLOGY

Theory

1. Introduction: a. Meaning of Public Policy; b. Characteristics of Public Policy; c. Types of Public Policy; d. Relationship between Politics and Policy. →[egyankosh.ac.in]
2. Why an anthropology of public policy. → Wedel and Shore
3. Public Policy as a Concept and a Field (or Fields) of Study → Smith and Larimer, 1st Ch.
4. Public Policy, Social Science, and the State: An Historical Perspective → Fischer Et Al. Edited. Chapter 3
5. Theories of the Policy Cycle → Fischer Et Al. Edited. Chapter 4
6. Critiquing Conventional Wisdom through Anthropological Analyses → Wedel et. al. 2005
7. Case Study: → Wedel et. al. 2005
8. Qualitative Policy Analysis: Interpretation, Meaning, and Content Fischer Et Al. Edited. Chapter 27
9. Critique of anthropology and Public Policy Engagements → Mosse; Okongwu and Mencher.

Practical Readings, Group discussion and Presentation

(i) Politics of public policies in India → Blakeslee.

(ii) Emerging Issues and Policy Perspectives in India: Education; Health and Nutrition; Employment and Skills; Social Protection → ICSSR and World Bank

(iii) India's Food, Agriculture and Nutrition Policy Today: National policies; State level policies: Cases of Gujarat and Karnataka → Sonne


(v) What Public Policy Is and How Policy Questions Are Framed → Wedel et. al. 2005

(vi) Public Policy and Governance in India → Kumar and Narain

Ref.


Gerald D. Berreman Anthropology, Development and Public Policy' Occasional Paper. in Sociology and Anthropology, Volume. (1_) 3-32

http://web.mnstate.edu/robertsb/445/Why%20an%20anthropology%20of%20public%20policy.pdf

Human Development In India: Emerging. Issues and Policy Perspectives. Report of A Consultation Held In February 5-6, 2010, New. Delhi, Supported By Indian Council of Social Science Research & The World Bank


Science, Vol. 600, The Use and Usefulness of the Social Sciences: Achievements, Disappointments, and Promise pp. 30-51


DSE – 3 Advanced Human Genetics

Theory

Unit I

History of Genetics. Paradigms of Human Genetics: Mendelian Genetics
Human genome organisation: Nuclear genome and Mitochondrial genome - gene,
DNA and RNA structure and DNA replication, DNA repair and recombination, gene expression, coding and non-coding region

Unit II

Expression of genetic information: from Transcription to Translation – the relationship between genes and protein, transcriptions; transcription and RNA processing, encoding genetic information, decoding the codons: the role of transfer RNAs.
Outline concept of epigenetics in human genetics

Unit III

Cytogenetics: Concept of Karyotype, banding (G banding) and high resolution FISH. Chromosomal aberration: Aneuplody (Autosomal and sex chromosomal: Down’s syndrome, Patau’s syndrome, Klinefelter’s syndrome, Turner’s Syndrome). Structural aberrations: Translocation, deletion, inversion, duplication, ring chromosome, isochromosome. Concept of point mutation: Family study: Pedigree analysis, concept of dominant, recessive and co dominant inheritance. Penetrance and expressivity; Linkage and Mapping: Genetic Mapping. LOD score. Sex linkage (Dominant and recessive) and sex influenced traits.
Unit IV

Electrophoresis, PCR technology and sequencing (Concept and outline)
Genomic Diversity and Human Evolution
Peopling of the Indian Subcontinent: Evidence from mtDNA and Y-chromosome; evolutionary genetics; Molecular evolution; DNA sequence variation and human origins

Practical

The students are desired to prepare a project on any of the 4 units, submit a report after duly forwarded by the supervisor(s).

Readings


DSE 4 – Advanced Forensic Anthropology

Theory

Unit I

Unit II

Unit III
Concept of Hair features in Forensic Anthropology,
Techniques for analyzing hair in forensic anthropology.

Unit IV
Personal Identification, Complete and Partial Identification, Methods of Identification in Living Persons: Somatometry, Somatoscopy, Occupational Marks, Scars, Bite Marks, Tattoo Marks, Fingerprints, Footprints, Lip Prints, Nails, Handwriting, Deformities and Others.

Practical
1. Recording and Study of Finger and Palm Prints
2. Determination of pattern types, estimation of PII, palmar main line formula, main line index, 3. Collection, cleaning and study of medulla of human scalp hair
4. Development of latent fingerprints using different chemical and powder methods.

Readings :

DSE T5 Advanced Palaeoanthropology  Credit 4 (50 marks)

Unit I: Dating methods, geological time scale, taphonomy and interpretation of the paleontological and archaeological records, taxonomic and chronological problems of fossils records.

Unit II: Primates, speciation and extinctions: a geological perspective, adaptive primate radiation, differential rate of somatic evolution.


Unit IV: Primate and Non-Primate Models for Early Hominid Behaviour; hominization process-
Evolution of hominid, human bipedalism

DSE – P5  Credit 2 (25 marks)
The students are desired to prepare a project on any of the 4 units, submit a report after duly forwarded by the supervisor (s) for evaluation during examination.

Readings
DSE-6: ADVANCED ANTHROPOLOGY OF RELIGION

Theory

I. The Construction of Religion as an Anthropological Category
II. Studying Religion Anthropologically: Definitions and Theories
III. Religious Entities and Concepts
IV. Religious Symbols and Specialists
V. Religious Language
VI. Religious Behaviour
VII. Religion, Morality, and Social Order
VIII. Religious Change and New Religious Movements
IX. Diversity of Religion and World Religions
X. Religious Violence, Secularism and Religious Fundamentalism

Practical

Individual study of particular elements from writing, field, group discussion, presentation in everyday contexts

a. Religious Symbols and Specialists
b. Myths
c. Religious Behaviors
d. Secularism

Ref.


**DSE-7: Advanced Indian Prehistory**

**Theory**


vi. The following sites are to be briefly discussed:


vii. Prehistoric Rock Art

viii. An Overview of the Rock Art sites and motifs, particularly of Central India are to be treated in a generalized manner.


**Practical**

A project is to be prepared on any of the above topics and has to be presented through power point in examination.

**References**


ii. Clark, J.D. and Sharma, G.R. (Eds.) *Palaeoenvironment and Prehistory in the Middle Son Valley, Madhya Pradesh, North Central India*. Allahabad: AbinashPrakshan.


v. Paddayya K. and Sushama G. Deo (Eds.) Recent Advances in Acheulian Culture Studies in India. ISPQS Monograph No.6.
DSE 8: Advanced Indian Protohistory

Theory

Concept of civilization in the context of protohistory

i. Definition and various characteristic features (as per Childe and Braidwood).

ii. Harappan Cultural Tradition: general Framework and chronology:

   a. Pre/Early Harappan cultures of the Indian subcontinent
iii. Mature Harappan
   a. Geographical Distribution and Settlement Pattern
   b. Public and Private Architecture
   c. Trade Hinterland and overseas, trade mechanism, transport facility, craft specialization
      (pottery types to be studied in details) etc.
   d. Harappan script
   e. Subsistence of the Harappans- plant and animal diet, agriculture and agriculture system,
      water management, exploitation of natural resources, etc.
   f. Social, Political, Religious and Economic organization
iv. Decline and the Late Harappan
   a. Various factors and theories about the Harappan Decline and consequences
   b. Late Harappan phase (controversies regarding the terminologies: “Late Harappan” and
      “post-urban phases”)
   c. Harappan legacy
v. Indian Chalcolithic Perspectives
   a. Significance of pottery as markers of Chalcolithic or village-farming communities in
      different regions of India
   b. Chalcolithic culture of Western India: Ahar and GaneshwarJodhpura
   c. Chalcolithic culture of Ganga Plain: OCP and Copper Hoard
   d. Chalcolithic cultures with special reference to the sites of Sohagaura,
   e. Lahuradewa and Narhan
   f. Chalcolithic culture of Central India: Kayatha and Malwa
   g. Chalcolithic culture of Deccan: Savalda, Daimabad, Malwa,
   h. Jorwe and Ramatirtha
vi. Iron Age and Megalithic cultures
   b. Painted Grey Ware Culture, Northern Black Polished Ware Culture (significant/type
      sites should be mentioned)
   c. Megalithic Cultures of India(Important and significant sites should be mentioned)

Practical
A project is to be prepared on any of the above topics and has to be presented through power
point in examination.

References
Print
MotilasBanarasidass& IGRMS.
i. Clark, J.D. and Sharma, G.R. (Eds.) Palaeoenvironment and Prehistory in the Middle Son


v. Paddayya K. and Sushama G. Deo (Eds.) Recent Advances in Acheulian Culture Studies in India. ISPQS Monograph No.6.


DSE-9: Anthropological Demography
Theory

Unit I

Definition of Demography, Historical Background, aims, scopes and objectives of Demography, various terms in Demography: census, cohort, fertility, fecundity, life expectancy, life table, mortality, migration, marriage distance, parity, population, rates and ratios, sources of demographic data.

Unit II


Unit III

Culture, social systems and anthropological demography, Anthropological Demography and Public Health, Concept of Demographic Transition, Indian demographic scenario.

Practical

A small project work

In this, students should use empirical data from fieldworks / census / registered (SRS/NSS/DHS/NFHS etc,) on any kind of group / community / society / studied institution or from any accessible locality, and analyze or interpret on any anthropological demographic aspects of their life / features which is a good example of interplay between biology and culture, and prepare a small report on the same. The report duly forwarded by teacher should be submitted during practical examination for evaluation.

Readings :


DSE-10: THE APPLICATIONS OF ANTHROPOLOGY OF PRACTICE

Theory
I. Advocacy and Anthropology: The history of the relationship

II. Politics of Engagement:
   Ref: Theodoros Kyriakides, Hester Clarke, and Ximin Zhou
   Vol. 17 No. 1 pp. 1-21

III. The Dimensions of Engaged Anthropology

IV. Cases of Engaged Ethnography

V. Ethics of Anthropology and Militant Anthropology
   “‘Zones of Conflict’: Exploring the Ethics of Anthropology in Dangerous Spaces.” Nexus: The Canadian Student Journal of Anthropology 17, 2004, 63-87

VI. The Critical Practices of Engagement
   Introduction
   Chapter 8
   Chapter 11
   Chapter 13
   Conclusion

Practical

Study, Practice, Group Discussion, Presentation, Report

Group Discussion of the Ethnographies
DSE-11: ORGANISATION AND ANTHROPOLOGY

THEORY

I. What is Organisation: The changing Images


II. Introducing organization theory

Mary Jo Hatch (2006): Organization theory- modern, symbolic and postmodern perspectives, Oxford University Press. 1st Chapter

[http://w3.ced.unicz.it/upload/denito/cap%201%20libro%20hatch.pdf]

III. Principles of Organisation

IV. Why and How Anthropology in Organisation


V. Organisational Culture:

- Concept and the Approaches
- Cultural Dimensions
- Cultural Diversity
- The Culture and the Climate
- Organisational Culture and Occupational Culture
- Managing Human Resource


E. A. Reichenbach. 2015. An Empirical Study of Cultural Dimensions and Their Applications

VI. Cross-cultural Organisational behavior and Management

- Approaches: Emic and Etic
- Principles
- Levels: Individual and Group

VII. Interpretivist Organizational Ethnography:


VIII. Globalization and Organisation


Practical

I. Making the familiar strange and disengaging methods of study: Any everyday set of activities identified by the students

II. Using methods and theory to study work practices in the classrooms or any other work place

III. Identifying lies and forming misconstrual from the field or Ethical issues

IV. At-home ethnography and Struggling with closeness

V. Practice of using two methods [from standard textbooks with references] each for studying organizational behaviour and organizational culture

Ref. Sierk Ybema, Dvora Yanow,., Harry Wels, and Frans Kamsteeg, eds. 2009., Organizational ethnography: Studying the complexities of everyday life,. London:

DSE 12: Human Reproduction and Reproductive Health

Theory

Unit I

Unit II
Overview of endocrinology and reproduction: The hypothalamic-pituitary-gonadal axes. The adrenal system. The growth hormone axis. Energy metabolism, leptin and reproduction

Unit III
Physiology of pregnancy: fertilization, implantation and formation of the fetus and placenta, evolution of the placenta and placenta physiology, fetal development, endocrinology of parturition

Unit IV
Reproductive and sexual health: Concept, Significance, Safe motherhood programme, ICPD Cairo (1997), MDG goals pertaining to reproductive and sexual health, family planning, Sexually transmitted diseases.

Practical

The students are desired to prepare a project on any of the 4 units, submit a report after duly forwarded by the supervisor(s).

Readings:


DSE 13: MEDICAL ANTHROPOLOGY

Theory

Unit – 1

a) Medical Anthropology: Definition and major areas of study; Goals and basic premises
b) Anthropology in Medicine and Anthropology of Medicine
c) Clinical Anthropology and Applied Medical Anthropology
d) Emergence of medical anthropology as a distinct sub-discipline and the current status of the discipline.

Ref:


Unit – 2

a) Medical Anthropology: Major Approaches

Ref:


b) Ethnomedicinal Anthropology: Disease aetiology, disease classification, diagnosis and healing in folk societies; Culture bound syndromes, Traditional Medicine in India

Ref:

iv) Banarjee B G and Ritual J(1988): Folk Illness and Ethno medicine, New Delhi, Northern Book Centre
vi) Salil Basu (Ed) (1994): Tribal Health in India, Delhi, Manak Publications
Practical
Students will have to read the following articles and will be shown the film. They will prepare a report on Political Economy of Health with special emphasis on organ trafficking in India

Ref:
iii) Film show: Michael Moore’s Sicko.

DSE 14: Heritage Management

Theory

Introduction to Heritage Understanding the meaning of heritage; types of heritage (tangible, intangible and living); defining ‘heritage’ and its ‘value’ and ‘significance’; Classification of cultural assets.


Heritage Legislation and Policy Introduction to legislations for the protection and preservation of heritage, Legislations of Archaeological Survey of India for protection of heritage.

Cultural Heritage Management Conservation plan, Management plan, Project management, Heritage economics, Risk preparedness, Disaster management, Sustainable conservation, Popularising archaeology, Community participation.

Community archaeology Introduction to the principles of Archaeology, Archaeology as a science, Archaeology as a practice, Role of local community in local history and its interpretation, Involving community in archaeological excavations and discovering their past, Site interpretation centre/ museum.

Sustainability and Conservation Ideology behind the use of local material and techniques for conservation, eco-friendly approaches, understanding global issues related to heritage.
conservation, sustainable conservation.

**Museum Studies** Introduction the notion of a ‘museum’, types of museums, curation, material culture, material conservation, documentation and cataloguing, visitor experience, museum as an educational space.

**Practical**

**Documentation and Condition Assessment** Listing tools like GIS and Arches; Condition survey and documentation of art object/ historical site; Archival research including preparation of history chart; Visual documentation; Identification and mapping of causes of decay - Physical, chemical and biological processes. The practice of conservation is concerned with heritage of all scales - from objects, to buildings and even cities. However, the initial step to any conservation process is the collection of authentic data and records. The unit will introduce different techniques of systematic documentation and analysis of heritage. It will cover Listing exercise, both primary and secondary. The broad aim is to understand how documentation, mapping and assessment are undertaken from macro to micro level i.e. historic buildings and historic content.

**Art and Material Conservation: hands-on practical session**

i. Study, use and conservation of lime in building
ii. Study, use and conservation of stone (art and architecture)
iii. Conservation of metallic objects (sculptures and art objects)
iv. Conservation of paintings (mural and canvas)
v. Conservation of paper and archival material (manuscripts, records etc.)

Study and use of stone will be examined both as building material and as art and material objects including sculptures, decorative components, architectural elements etc. Similarly, scientific and chemical properties of metallic objects like iron, bronze, copper etc. will be studied for conservation intervention. Paintings are another critical area that will be studied for treatment, cleaning and conservation. These will include both mural and canvas paintings. Treatment and conservation of paper and manuscripts will also be covered in this course.

**Research Methodology in Conservation** Scientific examination, methods and methodology practiced in conservation, Importance of scientific data for conservation, Research methodology for practice in laboratory and in the field, Review and Analysis of published data, Writing reports and published material, Peer-reviews.

**References**


Brusasco, Paul. 2012. *Looting the Past.* University of Italy.


**DSE- 15: Sources of Ancient Indian History and Culture**

**Theory**

i. Epigraphy and Paleography: Terminology, Scope and Importance in Reconstruction of History to be mentioned in brief

ii. A brief history of Epigraphic Studies

iii. Antiquity of Writing in Ancient India

iv. Materials and Techniques of Writing

v. Importance of Brahmi and Kharoshthi Scripts

vi. Buddhist and Jain texts to be mentioned in brief

vii. Inscriptions and edicts of Ashoka to be briefly mentioned

viii. Mention of certain Inscriptions of Historical and Cultural Importance:

ix. Reconstruction of the socio-economic lifestyle of the people from the literary sources

x. Oral Tradition

xi. Accounts of foreign travellers

**Practical**

A project is to be prepared on any of the above topics and has to be presented through power point in examination.

References


**DSE 16: Physiological Anthropology**

**Theory**

**Unit I**
Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse rate, heart rate and oxygen- transporting system, blood flow ,Hb, etc)

**Unit II**
Acute physiological adjustments during transition from resting homeostasis to sub-maximal and maximal exercise; chronic physiological adaptations to exercise training; age, sex and population variation in the physiological characteristics

**Unit III**
Cardio-vascular and respiratory endurance, physical working capacity and physical fitness- evaluation of response and assessment; aerobic and anaerobic exercise training, health related fitness in gender and ethnic group. Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory functions; physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease

**Unit IV**

**Practical**
The students are desired to prepare a project on any of the 4 units, submit a report after duly forwarded by the supervisor(s).

**Readings:**


**DSE-17: Anthropology of Health**

**Theory**

**Unit-1: Introduction and Overview of the Field of Anthropology & Health.**

A. **Health Anthropology within the Context of Anthropology.**
   - Anthropology and its subfields
   - The unique place of Health anthropology in anthropology
   - Competing perspectives on the study of anthropology of health.

B. **Defining Health and Illness in Cross-Cultural Perspective.**
Looking at “health,” “illness,” and related concepts in Western culture, including sociological “sick role” models, Some important variations in the process of seeking health care.

**Unit – 2: Measuring Health: Morbidity, Mortality, and Epidemiology**
Morbidity, Mortality, Epidemiology: Meaning, scope and methods. Epidemiology of common communicable diseases: Malaria, Tuberculosis, Leprosy, Diabetes, Cardiovascular disease and Sexually Transmitted Diseases (STDs), HIV/AIDS,

**Unit – 3: Women’s Health, Sex, Family Planning, and Maternal-Infant Health.**
Reproductive life, child Birth, Family planning adoption, male dominance, Nursing and early nurture, hyper-menstruation and its corollaries. Population variation and its relation to health and disease.

**Unit – 4: Chronic Disease, Injury, Stress, and Mental Health**
Effect of Chronic Disease in Health, Relationship between mental health, chronic disease, and injury, Understanding Stress and Its Effects Cross-Culturally, Mental Disorders and Related Phenomena, diseases associated with specific sociocultural and environmental contexts: Kuru, osteomalacia, sickle cell anaemia. Adaptations to Health Threats: Genetic Vulnerability and Resistance & Environment, Developmental and Cultural Adaptations to adverse Conditions.

**Unit – 5: Variations in Health Care Systems: A Comparative Perspective.**

**Unit – 6: Healing and Healers in Cross-Cultural Perspectives.**
A. Shamanism, Magic, and Healing. Shaman, Magic, Witchcraft and Sorcery,
B. Folk Healers and “Alternative Medicine.”
Types of healers and healing, Problems in evaluating efficacy, Sources of dissatisfaction with mainstream medicine.

**Unit – 7: Health and Human Rights**

**Unit – 8: Legal Aspects & Future Prospects for Health**
Rules and regulations of international health policy, Medico- Legal Problems in relation to health administration, International health organization / NGOs, Medical Ethics, Critical issues in global health.

**Practical**
1. Make a Schedule on Health and Demography.
2. Calculation of Infant Sex ratio, Fertility rate, Total fertility rate, Mortality rate, Birth rate, crude birth rate, crude death rate, Mortality rate, life expectancy, immigration rate, population growth rate.
3. Identification and Characteristics of Various diseases.

**Suggested Readings**

DSE-18: Dissertation
Students will opt for either dissertation or project work or one paper from the elective discipline course in 6th Semester. He/she will be attached with one supervisor or guide.

III. Ability Enhancement Elective (Skill Based)

AECC-1: Public health and epidemiology  Credit 2

Unit I: Principles of Epidemiology in Public Health: Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems.

Unit II: Statistical Methods for Health Science
Analysis and interpretation of data including data cleaning, data file construction and management; implementation of analytic strategies appropriate for the type of data, study design and research hypothesis.
Unit III: Environmental Health: Effects of biological, chemical, and physical agents in environment on health (water, air, food and land resources); ecological model of population health; policies, and practices associated with environmental health and intended to improve public health

Unit IV: Psychological, Behavioural, and Social Issues in Public Health; Cultural, social, behavioural, psychological and economic factors that influence health and illness.

Readings

AECC – 2: ANTHROPOLOGY OF DEVELOPMENT

Credit 2

A. What is Development?

I. An Historical outline of Major Understandings

1. The Contentions over the Concept
2. The Geography of Development,
3. Measuring Growth and Development,
4. Debates over Development,
5. The Internationally significant Events till Globalisation since World War

Suggested reading
Chapter
Early Post-War Theories of Development
[http://www.zjaksdesign.nl/development_theories.pdf]


B. Approaches to Development: Brief Introduction

1. Classical and Neoclassical Economics
   a. Adam Smith: Beginnings
   b. Utilitarianism
2. From Keynesian Economics to Neoliberalism
   a. Keynesian Economics
   b. The Developmental State
   c. Structuralism and Import Substitution
   d. Development Economics
   e. Neoliberalism
   f. World Bank Policy
   g. Benevolent Consensus
   h. Millennium Development Goals
   i. Debt Relief
3. Development as Modernization
   a. Critique of the Modernization Approach
   b. Return of Modernization
4. Nonconventional, Critical Theories of Development
   a. Structural Marxism
   b. Imperialism
   c. Dependency Theory
   d. World Systems Theory
   e. Regulation Theory
5. Poststructuralism, Postcolonialism, and Postdevelopmentalism
   a. Postcolonialism
   b. Encountering Development
   c. Postdevelopmentalism
   d. Countercritique
6. Feminist and Development
   a. Major Approaches: Welfare, WID, WAD, GAD, WED
7. Critical Modernism and Democratic Development
   a. Alternatives
   b. Critical Modernism
   c. Democratic Development
d. Social Movements  
e. Radical Democracy

**Suggested reading**


**C. Anthropology and Development: The Pros and Cons of the Relationship**

1. Anthropology in Development → Cardoso
2. The World of Development and Anthropology → Bouju
3. The Uneasy Relationship → Lewis, Gow.
5. Speaking on behalf of ‘those’ Others → Cardoso

**Suggested reading**


**AECC-3: ANTHROPOLOGY AND TOURISM**

I. **Introducing the Core: Anthropology, Tourism and Tourists**

1 Anthropology : Burns: Part I
II. The Paradigms and Approaches to Tourism Research


III. Brief Introduction to Related Concepts and Methods

1. Anti-tourism
2. Authenticity
3. Backpacker
4. Community-based tourism
5. Continuum model
6. Critical tourism studies
7. Culinary tourism
8. Cultural tourism
9. Culture broker
10. Dark tourism
11. Distance decay
12. Drifter
13. Ecotourism
14. Ethnic tourism
15. Gaze
16. Host and guest
17. Imaginary
18. Irritation index
19. Policy and policymaking
20. Safari
21. Sex tourism
22. Slow tourism
23. Smart tourism
24. Tourism Satellite Account
25. World Tourism Organization
26. Xenophobia

Ref: Jafar Jafari and Honggen Xiao, eds. 2016. impact In Encyclopedia of Tourism. Cham: Springer International Publishing.
IV. Development and Tourism in Developing Countries


V. Tourism Impacts, Planning and Management

1. What is Impact → Jafari and Xiao
2. What is Planning → Jafari and Xiao
3. What is Management → Jafari and Xiao

Ref: Mason, Peter. 2003. Tourism Impacts, Planning and Management, Amsterdam: Butterworth-

Jafar Jafari and Honggen Xiao, eds. 2016. impact In Encyclopedia of Tourism. Cham: Springer International Publishing.

VI. Globalization, Hospitality and Contest

1. Theming and Tourism → Lew et al. Chapter 16
2. Whose Tourist-Historic City → Lew et al. Chapter 17
3. Indigenous People and Tourism → Lew et al. Chapter 20


AECC-4: MEDIA AND ANTHROPOLOGY

Credit 2

I. Communication: Theory, Paradigm and Model

1. Chicago School & Basic Principles
2. Social Responsibility
3. McQuail’s Four Kinds of Theories
4. Propaganda Theories
5. Diffusion of Innovation Theory
6. The Mediation of Social Relations
7. Political Economy
8. Agenda Setting
9. Framing & Spiral of Silence
10. Reception
11. Globalization and Media

II. Media Approaches and Themes
1. Behaviourism and media effects
   a. Lasswell, Cantril, Cultivation theory, Uses and gratifications theory
2. Modernity and medium
   a. Innis, Benjamin, Williams, Habermas:
3. Structuralism and semiotics
   a. Encoding/Decoding, ideology and hegemony
   b. The ideology of news
4. Interactionism and structuration
   a. Self-presentation
   b. No Sense of Place
5. Structuration
   a. Feminisms and gender
   b. Radical feminism
   c. The male gaze
   d. Masculinity in crisis
6. Postmodernity and the information society
   a. hyperreality and simulation
7. Consumerism and everyday life
   a. Consumer resistance
   b. De Certeau: everyday tactics

Ref.
III. Media Anthropology

1. Media, Mass and Anthropology
2. The Paradox: Definitions, Actors, Fields, Methods, Strategies and taboo, Case of Illustration
3. Media Effects Tradition
4. Themes and problems
5. Controversies
6. The Possible Contribution of Anthropology
7. Examples of use of anthropology in communication

Ref.


Osorio, Francisco. 2001. Mass media anthropology. Social Sciences Faculty and Philosophy and Humanities Faculty: University of Chile


DRAFT SYLLABUS

Anthropology General

University of Calcutta

2018
## I. CORE COURSES

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Paper No.</th>
<th>Title of Paper</th>
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<tr>
<td></td>
<td>I</td>
<td>TI+P1</td>
<td>Introduction to Biological Anthropology</td>
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<td></td>
<td></td>
<td>T2+P2</td>
<td>Introduction to Archaeological Anthropology</td>
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<td></td>
<td>II</td>
<td>T3+P3</td>
<td>Introduction to Social and cultural Anthropology</td>
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<td>T4+P4</td>
<td>Human Genetics and Population Variation</td>
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<td>T5+P5</td>
<td>Ecology and Culture in the Past</td>
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<td>T6+P6</td>
<td>Social Cultural Anthropology I</td>
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<td>III</td>
<td>T7+P7</td>
<td>Primate Evolution</td>
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<td>T8+P8</td>
<td>Archaeological Anthropology I</td>
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<td>T9+P9</td>
<td>Social Cultural Anthropology II</td>
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<td>IV</td>
<td>T10+P10</td>
<td>Biological Anthropology</td>
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<td>T11+P11</td>
<td>Archaeological Anthropology II</td>
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<td>T12+P12</td>
<td>Social Cultural Anthropology III</td>
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## II. Elective Course

### A. Discipline Specific

Three each in Semester V and VI. To be chosen from the following

**For Semester V**
- DSE-1: Human Growth and Development
- DSE-2: Advanced Forensic Anthropology
- DSE-3: Contributions to Archaeological Anthropology in India
- DSE-4: Environment and Anthropology

**For Semester VI**
- DSE-5: Food and Anthropology
- DSE-6: Advanced Human Genetics
- DSE-7: Social Reconstruction in Archaeology
- DSE 8: Heritage Management
- DSE 9: Tribal Movements in India
### III. Ability Enhancement Course

<table>
<thead>
<tr>
<th>1. Ability Enhancement Compulsory</th>
<th>2. Ability Enhancement Elective (Skill Based)</th>
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</thead>
<tbody>
<tr>
<td>One each in Semester I and II.</td>
<td>One each in Semester III, IV, V and VI. To be chosen from the following.</td>
</tr>
<tr>
<td>AECC-1: Environmental Science</td>
<td>Semester III</td>
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<td>AECC-2: English/MIL Communication</td>
<td>AECC-1: Public Health and Epidemiology</td>
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<td>AECC-2: Anthropology of Development</td>
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<td><em>The college will provide an option to take</em></td>
<td>Semester IV</td>
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<td>AECC-3: Anthropology and Tourism</td>
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<td>AECC-4: Media and Anthropology</td>
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<td><em>Either of the two papers in a particular Semester (I or II), while the students have to appear in both the papers.</em></td>
<td>Semester V</td>
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<td>AECC-5: Physiological Anthropology</td>
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<td>AECC 6: Medical Anthropology</td>
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<td>Semester VI</td>
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<td>AECC 7: Earliest Evidences of Urbanisation in India</td>
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<td>AECC 8: Anthropological Demography</td>
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**Note**
1. AEEC courses are not included in the gradation.
2. At least 50 lectures should be allotted for 4 credit theoretical course and 2 credit practical course.
Semester I

CORE-T1 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY Credit 4

UNIT I:
Emergence, history, divergence (sub-disciplines/sub-fields), flexibility, holism of Anthropology. Anthropology in relation to the disciplines of Physical and/or Natural sciences, Social Sciences, Arts and Humanities.

UNIT II:
I. Definition of Anthropology, aim, scope, branches and applied areas of Biological Anthropology.
II. Morphology of man (External and Skeletal Morphology)
   a. External morphology – Features of man.
   b. Skeletal morphology – Definition and function of human skeleton. Types and definition of the types of bones. Name, number, and position of bones of human skeleton.
   c. Modifications of human skeleton as consequences of evolution- erect posture & bipedal gait.
   d. Human Dentition (Types and salient Features)
   e. Dental Formula (Deciduous and Permanent)
III. Cell : Unit of Life
   i) Structure and function of animal (eukaryotic) cells.

References:

CORE. P1 Credit 2

A. Study of human skeleton (Original or caste material)
a) Identification of bones- skull bones (Frontal, Parietal, Occipital, Temporal, Maxilla, Sphenoid, Zygoma, and Mandible). Vertebra (Atlas, Axis, typical cervical, typical thoracic, lumbar, sacrum). Long bones with side determination (Humerus, Radius, Ulna, Femur,
Tibia, Fibula), Scapula, Clavicle, OsInnominatum
b). Determination of sex from skull and pelvis.

References:

CORE–T2 INTRODUCTION TO ARCHAEOLOGICAL ANTHROPOLOGY Credit 4

UNIT - I
1. Introduction to archeological anthropology, its relation to anthropology, palaeoanthropology, history, prehistory an historical archeology.
2. A brief history of archeology, mentioning only the stages of Antiquarianism, Three Age Paradigm, Culture history, Processual and Post-processual archeology.
3. A brief idea of palaeo-environment in high and low latitudes and altitudes.
5. Field techniques- exploration, excavation, data analysis and publication of report.
6. Dating methods- concept and importance of chronology in archeology, absolute and relative methods. Only the following methods are to be briefly outlined: C14, TL, FUN, Archeo-magnetism, K/Ar, stratigraphy and river terraces.
7. Identification and description of stone and bone tools
8. Different tool making technologies.

CORE. P2 Credit 2

Archaeological Anthropology
• A basic idea of flint knapping techniques
• Understanding the significance of selection of raw materials
• Identification of forms of raw materials, i.e. core, flake, blade……..
• Learning the procedure of drawing tools in the laboratory.
• Drawing of core tool, flake tool, blade tool, micro blade and polished tool (Hand axe, cleaver chopper, scraper, point, burin, laurel leaf point, baton-de commandment, harpoon (uni-barbed/multi-barbed), lunate, adze, celt, ring stone etc) along with their features, cultural stages, hafting techniques and probable uses.
Understanding the development of stone tools in the context through study of their typo- technology.

References:

**CORE-T3 INTRODUCTION TO SOCIAL CULTURAL ANTHROPOLOGY**

(A) The holistic nature of Anthropology and integration of the anthropological subdisciplines; The Scope and Objective of Social and Cultural Anthropology;
(B) The Theories: Evolutionism, Historical Particularism; Diffusionism (including concepts like universals, diffusion, acculturation), Structural-functionalism, Cultural Materialism, Culture and Personality, Structuralism, Symbolic Anthropology, Cultural Ecology and Political Economy.

**CONCEPT OF CULTURE:**
Defining culture, features of culture, socialization, culture shock, ethnocentrism, theories of culture (e.g. evolution, diffusion, patterns of culture, cultural configurations, Structure functionalism, cognitive anthropology, cultural ecology), subculture, cultural relativism, functions of culture.

**CONCEPT OF SOCIETY**
(A) Society, group, community, structure, organization, system, institution, process/interaction, Social function, Status, Role, Diaspora, Social network and Social Capital
(C) Concept of Tribe: Indian tribes, distribution – geographical
Social organization: Garo, Santal, Chenchu, Toda

**SOCIAL STRATIFICATION**
Egalitarian societies, rank society (band, tribe, peasant), division of labour, class society, caste society in India, dynamics of caste, racism and inequality,

**POLITICAL SYSTEM AND SOCIAL CONTROL**
Political organization, types, band, tribe, kinship organization, age-grade organization, chiefdom, leadership, social control and conflict resolution, state, law and codified law, functions of law, violence and terror, religion and politics

**References:**

Ritzer, George. The Blackwell Encyclopedia of Sociology Edited., 2007 Blackwell Publishing Ltd


**CORE. P3**

The students will be provided with the reading materials (books, papers from journal and / or web sites, or at least a collection of broad notes / materials etc.)and necessary discussion by the teachers so that the students may prepare her/his hand-out and other materials needed for group discussion and/ or individual presentation in classroom and / or related outdoor setting

- The student will present/ discuss the topic in group / in front of other students and teacher/s.
- The initial hand-out prepared by the student, the subsequent record of the interactive learning will be documented in the report to be submitted in final examination. The report may be given as a collection of pages.

Any Two of the Following

- Crime and Anthropology
- Peasant Society and Culture,
- Human Rights and Anthropology
- Experience of Religion and / or Dream and Anthropology

Credit 2
• Auto-ethnography
• Aging and Anthropology
• Pharmaceutical Anthropology: may include approaches of Medical Anthropology to Pharmaceutical Culture and components of Pharmaceutical Companies, Doctors, Stockists, Patient
• Anthropology of Food /Taste
• Media, Popular Culture and Anthropology
• Anthropology of Local Governance
• Tourism and Anthropology
• Health Services and role of anthropology: may include any of combination of issues like ‘Substance‘ use, HIV/AIDS, TB and other communicable, Cancer and other non-communicable diseases
• Globalisation and Anthropology
• City Life and Anthropology
• Business and Organizational Anthropology
• Anthropology and Development
• Tropical Ecology: Culture, Ecology and Politics: may include any of combination of Contemporary environmental movements including global warming, the varieties of environmental justice, and social ecology.

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**Semester 2**

**CORE – T4** HUMAN GENETICS AND POPULATION VARIATION      Credit 4

**UNIT - I. Human Genetics:**
- a. Definition and application of knowledge of genetics.
- b. Gametogenesis: Spermatogenesis and Oogenesis, stages and differences.
- d. Basic structure of DNA &its differences with RNA.
- e. Numerical chromosomal aberration in man; Causes and manifestation (Down’s Syndrome, Turner’s Syndrome and Klinefelter’s Syndrome).
- g. Mendelian Inheritance in Man- autosomal dominant (PTC) autosomal recessive (albinism) sex chromosomal- dominant (Vitamin-D resistance ricket), recessive (colourblindness).
- h. Polymorphic character in man (ABO Blood group system.)

**UNIT -II. Peoples / Population of World**
- a. Concept of Race (Ethnic Group).
- b. UNESCO statement of race (1950,1952)
- c. Geographical distribution and features of major races/population of mankind (Caucasoid, Negroid and Mongolid).
d. Racial concept - Garn - geographical, local and micro races.
e. Criteria for population/racial classification: (Skin colour, head hair and ABO blood groups).
f. Racial / ethnic composition of the population of undivided India by Risley, Guha and Sarkar.
g. Human adaptation: Hot, cold, altitude, infectious disease, stress.

References:


CORE-P4 Credit 2

Craniometry: (on three skulls): Students should know the landmarks, instruments related to it.  

CORE – T5 Ecology and Culture in the Past Credit 4

I. Development of prehistoric cultures from the earliest evidences up to the beginning of historical times; on a regional basis – Africa and Europe.

II. Earliest Pleistocene cultures of Africa, and their subsequent development with special emphasis to east Africa Lake Turkana basin (sites – Olduvai Gorge, Omo, Hadar, Laetoli, Koobi-Fora, Olorgesailie) Only relevant brief sketches are to be given.

III. Earliest Pleistocene cultures of Europe and their subsequent development with special emphasis on western Europe are to be dealt with. The justifications of lower, middle and upper Palaeolithic, Mesolithic and Neolithic classifications and nomenclatures are to be ratified. Cultures are to be studied in the following format: 3 type sites/ important sites of each cultural stage, the characterizing evidences, dates, general cultural life with growing varieties of
evidences of the prehistoric people up to Neolithic times and linking them with the preceding and succeeding cultural phases as well as the mention of associated fossil finds, if any.

References:

CORE P5

Drawing on graph paper 2 typical tools of lower, middle, upper Paleolithic and microlithic stages.
- Comparative analyses of these tools both on the bases of their morphological attributes (e.g. shape, no. of primary and secondary flake scars, shapes and depth of the flake scars, amount of retouching, backing, continuity of working edge, etc.) as well as their metric attributes (length, breadth, cross sections, dorsal and ventral view)
Finally trying to mark rough indicators of techno- typological development of stone tools in India by inductive codification from the above analyses.

CORE – T 6 SOCIAL CULTURAL ANTHROPOLOGY 1 Credit 4

MARRIAGE AND FAMILY
Concept of Marriage, definition, Is marriage universal? Incest taboos, types and variations of marriage systems, regulations of marriage, preferential marriage, etc, marital transactions, dowry and bride price, emerging issues of marriage including same-sex marriages.
The family, Nuclear family, extended family etc,

MARITAL RESIDENCE, KINSHIP AND ASSOCIATION
Patterns of marital residence, kinship, structure of kinship, bilateral kinship, unilateral kinship,Amilineal systems, classification of kin, kinship terminology, Non kin associations (group based on age, association based on sex)

SOME IMPORTANT AREAS OF ANTHROPOLOGY (brief notes on the tenets):

References:
a). Individual Ethnographic study on a club / temple / mosque / organization / locality itself etc. from the students’ locality / near by. Study will be conducted under the supervision of any Departmental faculty and should prepare a report on the same which must be submitted at the time of examination due forwarded by the supervisor(s).


Semester III

CORE – T7 PRIMATE EVOLUTION

UNIT – I : Theories of Evolution
Lamarckism, Darwinism, Synthetic theory

UNIT -II : Living primates
a. Definition (Mivart) and general characteristic features of order Primates.
b. Evolutionary trends of the Primates.
c. Classification of the order Primates –Simpson and modified by Simpson (1917)with features and example upto family.
f. Skeletal comparison of anthropoid apes with that of man.

UNIT – III : Fossil Primates (chronology, features and phylogeny).
a. Dryopithecus, Sivapithecus, Ramapithecus
b. Earlier hominin-A. afarensis, and A.africanus
c. Emergence of genius Homo- H.habilis, H. erectus, (Java and Peking variety).
d. Emergence of Archaic Homo sapiens- Neanderthal(La chapelle-aux–saints and Tabun)
e. Anatomically Modern Homo sapiens- Cro-Magnon

References:


CORE – P7  
Credit 2

A. Somatology: (on three subjects)
a) Measurement on head and face (Cephalometry)

B. Somatoscopy : Head hair, Nose, Ear.

C. Indices


CORE – T8  
ARCHAEOLOGICAL ANTHROPOLOGY  I  
Credit 4
Prehistory of India (to be studied on a regional basis).
UNIT – I :A brief history of Indian prehistory.
Debates on the classifications and nomenclatures of the prehistoric cultural periods of India. Study of prehistoric cultures from the earliest evidences up to the beginning of historical times on a regional basis.
UNIT – II Palaeolithic India: brief outlines of the following regional cultures – 
a) north India- Sohan river valley, Beas- Banganga river valley; b) central India-Narmada valley; c) eastern India- Subarnarekha, Tarafeni, Gandheswari river valleys, Mayurbhanj, Keonjhar; d) south India- Kortalayar river valley; e) western India- Nevasa
UNIT – III Microlithic cultures of India: brief outlines of the following regional cultures:
a) eastern India b) Central India c) western India d) southern India. With reference to teaching the microlithic cultures, focus is to be given more on regional variability and environmental adaptability rather than being site specific. Where ever available, the dates are also to be given.

CORE P8 Credit 2

a) Study of topo-sheets for understanding the geophysical, political, socio-economic, population density, rural, urban, suburban, developmental and any other relevant information/features of an area.
b) A project report on any one of the topic areas listed below (not less than 4 days fieldwork/visits, including journey). Geomorphologic fieldwork based on toposheet study and using only the methods of exploration for locating a potential archeological site area. A priori topo sheet study and literature review will help to choose the area of survey.
OR
Visit to an already excavated and reported archeological site for learning the methods of excavation followed, the chrono-cultural sequence, ways of analysis of excavated materials and how to publish a report.

References:

CORE – T9 SOCIAL CULTURAL ANTHROPOLOGY II Credit 4

Political Anthropology: The major theoretical approaches of political anthropology and or anthropology of power and politics; Political processes, such as factionalism, styles of leadership, political rituals. Comparative study of political institutions in simple and complex cultures; race, regional and/or linguistic groups, state/nationhood, religions and ethnicity and (inter-) ethnic relations, social movements.
Anthropology and Contemporary Social Issues: population growth; poverty, inequality and justice; Issues of gender and sexuality; warfare (nuclear, biological, imperial) and peace; terror; marginalization and exclusion; epidemic diseases and disaster; social movements;

Regional Anthropology: South Asia:
a) Religion, functions of religion, animism, animatism, nature worship, Regionalism, nationalism in India.
b) Varna, Jati/caste, caste system in India, Jajmani system, Caste system and inequalities in India.
c) Fundamentalism, communalism, migration and ethnicity in India, land reforms and panchayet reforms in India
d) Peasant village: Feature, habitation, economy and changes

**CORE P 9**

Credit 2

Research Approaches: Overview of Quantitative, Qualitative and Mixed Research including their Philosophical Perspectives, Methodologies and Types of research.(Emphasis on ethnographic, Participatory and Action research) Respective Methods and techniques of data Collection and Modes of Analysis; Types of data; Ethical Issues; Styles of Fieldwork. The students are expected to learn how do they apply them in their training. The training for the fieldwork (with/ without camp life) is to be undertaken on any previously less known/ unknown community or group or settlement or network or problem. Not more than 7 DAYS of fieldwork
The students are expected to reflect on learning from the participation in and guidance of the supervisor/s training them for fieldwork
The supervisor/s in the setting will help the students making out the issues of research approaches mentioned above.
The report must contain updated and relevant understanding of methodology and its relation with the present work
There must be references of the relevant works in that area or its related ones.
Suitable and contextually proper presentation of the qualitative and quantitativvedata are expected in the report.
The report on the methodology, field diary / experience and the concluding chapter are supposed to maintain individuality and meaningful intensity.
The report also must contain the followings:
a. Introduction and field techniques
b. About the region under study
c. Description of the village including layout

**References:**

Semester IV

CORE – T10 BIOLOGICAL ANTHROPOLOGY Credit 4

a. Forensic anthropology: Personal identification from blood groups and skeleton. Paternity diagnosis,
b. Genetic counseling: definition, aim and methods. Genetic counseling for thalassemia and haemophilia.
c. Reproductive technologies (brief outline): Infertility; definition, possible causes of infertility, assisted reproductive technologies; artificial insemination, surrogacy, in vitro fertilization, gamete intra fallopian transfer, oocyte banking and donation, embryo adaption.
d. Birth defects: Teratogens, Cocaine, Alcohol, Cigar, Occupational Hazards etc.
e. Bio-statistics: Measure of central tendency- mean, median, mode, standard deviation, standard error of mean.

CORE – P10 Credit 2

A) Measurements on trunk and limbs

B) Genetic tests (On three subjects)
(a). ABO and Rh (D) blood group systems
(b) Test for colour blindness
(c) PTC / PTU tasting ability: Students should be trained to test PTC/PTU tasting ability at least on 5 subjects, following standard method.

References:

CORE – T 11 ARCHAEOLOGICAL ANTHROPOLOGY II Credit 4
UNIT – I Neolithic cultures of India: brief outlines of the following regional cultures: a) eastern India b) Central India c) western India d) southern India e) northern India f) North- east India. In dealing with Neolithic India, emphasis is to be given on regional features and variability.

UNIT – II. Earliest Civilizations: Concept/ features of civilization according to Braidwood and Childe. Mesopotamian, Egyptian civilizations- brief ideas. Harappan civilizations – to be studied in details.
Chalcolithic India- classification and characters.
CORE P-11

Visit to any nearby museum (3-5 days), keeping in mind the following objectives:
• The rationality/relevance of setting up a museum.
• The nature of the museum visited/chosen.
• A general observation on the materials collected and displayed in the museum (preferably archeologically relevant objects.)
• Reflection of their chrono-cultural sequence
• State of preservation; whether further preservation and conservation is required.
• Advantages and disadvantages of a museum storage/display – loss of primary context but creation of a knowledgebase in artificial context.
• Aims, objectives and management of the museum visited.

CORE – T 12  SOCİAL CULTURAL ANTHROPOLOGY               III                Credit 4

Anthropology of Religion
indigenous Religions: Topics (concepts and/or definition) include myth and ritual, sorcery, witchcraft and divination; animism, animatism, totem and taboo, magic, and shamanism, sacrifice, spirit possession, initiation rituals, witchcraft and other institutionalized principal religions of the World
Backward Communities in India and Development
Indian tribes: an outline of anthropological studies, distribution according to linguistic groups, economy, geographical region. Sectors, Problems, plans and agencies of development, welfare of the tribes, S.C. and O.B.C. in India, Constitutional provisions and safeguards of the S.C., S.T. and O.B.C.
Atrocities against women and children and related laws
Panchayati raj with special emphases in West Bengal.
Developmental programmes in WB: Land reforms, kannya-shree, yuba-shree, sabuj-sathi, Jaldharo-jalbhoro,

CORE_ P 12.

TRAINING IN FIELDWORK
  d. Population analysis including tables, analysis and diagrams
  e. Economic pursuits of the villagers (general description as well as at least one case study of any one economic pursuit) including material culture.
  f. Developmental aspects
  g. General observation & conclusion
The report needs to contain their learning of —Research Approaches— and the applications in their fieldwork.

References:


Semester V

DSE-1 Human Growth and Development Credit 4

Theory
Introduction to human growth and development. Prenatal growth. Post natal growth. Factors affecting growth. Methods of studying growth: Cross sectional, longitudinal, and mix cross sectional, Growth curves. Human nutrition: food, diet, nutrition and metabolism (definitions only); the basic nutrients- micro and macro nutrients, their sources, and utility, Malnutrition: over and under nutrition.

Practical Credit 2

Project/ Report on any chosen topic from DSE-I

DSE-2 Advanced Forensic Anthropology Credit 4

Theory
Introduction to forensic Anthropology and its relationship with forensic science, Application of Forensic Anthropology, introduction to Dermatoglyphics, History and development, scope and application, pattern types are pattern area, Palm print, triradii and angle, types of finger prints, Plastic, visible and latent prints, conventional and modern methods of development of finger prints-Silver nitrate, powder method, laser technique, Concept of hair features in Forensic Anthropology, techniques of analyzing hair in Forensic anthropology, basic Human Skeletal Biology, identification of human skeletal remains, ancestry, age, sex and stature estimation from bones.

Practical Credit 2

Project/ Report on any chosen topic from DSE –II
References:

DSE-3 Contribution to Archaeological Anthropology in India Credit 4

Theory
Classification of Indian Archaeology (Verma, 1997)
Period-I (1840-1940) Pre Sankalia era
Period-II (1940—1990) Sankalia era
Period-III (1990 onwards) Post Sankalia era

Contribution of Meadows Taylor, Robert Bruce Foote, , Sir Martin Wheller, DeTerra and Patterson, H.D. Sankalia.

Practical Credit 2

Project/ Report on any chosen topic from DSE-3

References


DSE-4  Environment and Anthropology  Credit 4

Theory

Practical
Project/ Report on any chosen topic from DSE-4

References


Semester VI

DSE-5  Food and Anthropology  Credit 4

Theory
What is food?

I. Classic Ethnographies
II. Anthropological Perspectives on Diet
III. Classification of Food
IV. Food and
   a. Eating and Cuisine
   b. Identity
   c. Tables and Table Manners
   d. Social Change
   e. Religion and Rituals
   f. Security
   g. Globalization
V. Disorders of food and eating
VI. Specific Food Cultures
   a. Food Culture: Any Indian Case Study
Practical
Project/ Report on any chosen topic from DSE-5

References


Waldstein Anna. 2018 Edited by Hilary Callan Anthropology of Food The International Encyclopedia of Anthropology.. John Wiley & Sons


DSE-6 Advanced Human Genetics Credit 4

Theory
History of Genetics, Paradigms of Human Genetics; Mendelian genetics, , DNA ansRNA structure and DNA replication, DNA repair, and recombination, gene expression, coding and non-coding region, Nuclear and Mitochondrial DNA, Expression of protein, transcriptions, transcription (protein synthesis), Outline concept of epigenetics in human genetics, Cytogenetics; concept of karyotype, Banging (G banding) and high resolution FISH.Concept of point mutation; Family study; pedigree analysis, concept of dominant, recessive and co-dominant inheritance. Penetrance and expressivity; Sex linkage (Dominant andrecessive) and sexinfluenced traits. Electrophoresis, PCR technology and sequencing (Concept and outline)
References:

DSE-7 Social Reconstruction in Archaeology
Theory

Practical
Project/ Report on any chosen topic from DSE-7

Credit 2

DSE-8 Heritage Management
Theory
Introduction to Heritage Understanding the meaning of heritage; types of heritage (tangible, intangible and living); defining ‘heritage’ and its ‘value’ and ‘significance’; Classification of cultural assets.
History, Theory and Concepts of Conservation

History and development of conservation, Conservation principles and practices.

Cultural Heritage Management
Conservation plan, Management plan, Project management, Heritage economics, Risk preparedness, Disaster management, Sustainable conservation, Popularizing archaeology, Community participation.

Sustainability and Conservation
Ideology behind the use of local material and techniques for conservation, eco-friendly approaches, understanding global issues related to heritage conservation, sustainable conservation.

Museum Studies:
Introduction the notion of a ‘museum’, types of museums, curation, material culture, material conservation, documentation and cataloguing, visitor experience, museum as an educational space.

Practical Credit 2

Project/ Report on any chosen topic from DSE-8

References


DSE-9  
Social movements among Indian tribes  
Credit 4

Theory
Theoretical approach, tribal movements in India, Tribal struggle in India during the British rule (Mundas, Hoes, Oraon, Santhals, Gonds, Tribals of Andaman Nicobar islands, Bhils etc.). Social movements in the aftermath of independence, movements related to political autonomy, movement based on agriculture and forest, sanskritization movement, movement based on language and script.

Practical  
Credit 2
Project/ Report on any chosen topic from DSE-9

References:

Ability Enhancement Elective (Skill Based)

Semester III

AECC-1:  
Public health and epidemiology  
Credit 2

Unit I: Principles of Epidemiology in Public Health: Overview of epidemiology methods used in research studies to address disease patterns in community and clinic-based populations, distribution and determinants of health-related states or events in specific populations, and strategies to control health problems.

Unit II: Psychological, Behavioural, and Social Issues in Public Health; Cultural, social, behavioural, psychological and economic factors that influence health and illness.

References
AECC – 2: ANTHROPOLOGY OF DEVELOPMENT Credit 2

Anthropology and Development: The Pros and Cons of the Relationship

1. Anthropology in Development→Cardoso
2. The World of Development and Anthropology→Bouju
3. The Uneasy Relationship→Lewis,Gow.
5. Speaking on behalf of ‘those’ Others→Cardoso

References


Semester IV

AECC-3: ANTHROPOLOGY AND TOURISM Credit 2

I. Introducing the Core: Anthropology, Tourism and Tourists

II. Brief Introduction to Related Concepts and Methods
   1. Authenticity
   2. Community-based tourism
   3. Culinary tourism
   4. Cultural tourism
   5. Culture broker
   6. Ecotourism
   7. Ethnic tourism
   8. Policy and policymaking
   9. Safari
   10. Sex tourism

III. Development and Tourism in Developing Countries

References
JafarJafari and Honggen Xiao, eds. 2016. impact In Encyclopedia of Tourism. Cham: Springer International Publishing.


AECC-4: MEDIA AND ANTHROPOLOGY Credit 2

I. Media Anthropology
1. Media, Mass and Anthropology
2. The Paradox: Definitions, Actors, Fields, Methods, Strategies and taboo, Case of Illustration
3. Media Effects Tradition
4. Themes and problems
5. Controversies
6. The Possible Contribution of Anthropology
7. Examples of use of anthropology in communication

References


Osorio, Francisco. 2001. Mass media anthropology. Social Sciences Faculty and Philosophy and Humanities Faculty: University of Chile


Semester V

AEEC5: Physiological Anthropology Credit 2

Unit I
Fundamentals of work physiology- homeostasis; metabolism and energy and systems; exercise, respiratory system and haemodynamics (blood pressure, pulse rate, heart rate and oxygen- transporting system, blood flow ,Hb, etc)
Unit II
Cardio-vascular and respiratory endurance, physical working capacity and physical fitness- evaluation of response and assessment; aerobic and anaerobic exercise training, health related fitness in gender and ethnic group. 
Impact of smoking, alcohol, drug, pollution and occupation on cardio-respiratory functions; physical performance and environmental stress, chronic diseases, malnutrition, lifestyle disease

References


AEEC 6: MEDICAL ANTHROPOLOGY  Credit 2

Unit – 1
a) Medical Anthropology: Definition and major areas of study; Goals and basic premises
b) Anthropology in Medicine and Anthropology of Medicine
c) Clinical Anthropology and Applied Medical Anthropology
d) Ethnomedicinal Anthropology: Disease aetiology, disease classification, diagnosis and healing in folk societies; Culture bound syndromes, Traditional Medicine in India
References
ix) Banarjee B G and Ritual J(1988): Folk Illness and Ethno medicine, New Delhi, Northern Book Centre
xii) Salil Basu (Ed) (1994): Tribal Health in India, Delhi, Manak Publications

Semester VI

AEEC 7: Earliest Evidences of Urbanisation in India Credit 2

i. Harappan Cultural Tradition: general Framework and chronology:
   a. Pre/Early Harappan cultures of the Indian subcontinent
iii. Mature Harappan
a. Geographical Distribution and Settlement Pattern
b. Subsistence of the Harappans - plant and animal diet, agriculture and agriculture system, water management, exploitation of natural resources, etc.
c. Social, Political, Religious and Economic organization
iv. Decline and the Late Harappan
d. Various factors and theories about the Harappan Decline and consequences

References
v. Paddayya K. and Sushama G. Deo (Eds.) Recent Advances in Acheulian Culture Studies in India. ISPQS Monograph No.6.
AEEC-8 Anthropological Demography Credit 2


References