

# SIKKIM UNIVERSITY

*(A Central University Established by an Act of Parliament of India, 2007)*

**LEARNING OUTCOME - BASED  
CURRICULUM**

## **PH.D. COURSEWORK (ANTHROPOLOGY) PROGRAMME**

**(With effect from Academic Session 2023-24)**



**DEPARTMENT OF ANTHROPOLOGY**

**SIKKIM UNIVERISTY**

**6<sup>TH</sup> MILE, TADONG - 737102**

**GANGTOK, SIKKIM, INDIA**



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## PREAMBLE

The SIX MONTHS Course Work programme has been envisaged as a programme of liberal, academic study of research in Anthropology. It aims at providing the learners a wider and more comprehensive understanding of anthropology as a field of knowledge.

## COURSEWORK ATTRIBUTES

Coursework attribute includes disciplinary knowledge and understanding in anthropology and generic skills that students should acquire and demonstrate.

**GA1: Disciplinary Knowledge and Understanding:** Comprehensive knowledge and coherent understanding of as a discipline and its inter-relationship with other disciplines. Understand the current and emerging developments in the field of Anthropological research. Procedural knowledge required for conducting research in anthropology and related fields.

**GA2: Critical Thinking and Problem Solving:** Capability to critically analyze and evaluate policies, theories, practices and issues related to anthropological research by following scientific approaches to knowledge development. Capacity to extrapolate one's learning and competencies in real life situation.

**GA3: Research Related Skills:** Curiosity for new knowledge, capability for inquiry, identifying problems, formulate hypothesis, test hypothesis, analyze, interpret and draw conclusions. Ability to plan execute and report the results of research study abiding by the principles of research ethics.

**GA4: Communication Skills:** Listen carefully, read texts and research papers analytically and express thoughts and ideas effectively in written and oral form.

**GA5: Digital Literacy and Skills:** Capability to use ICT in variety of learning and work situations and to use appropriate software for creating content and research work. Develop,

**GA6: Value inculcation:** Ability to imbibe and practice constitutional, humanistic, ethical, and moral values, practice responsible global citizenship. Adopt appropriate behaviour and participate in actions for environmental conservation, protection and sustainable development.

## PROGRAMME LEARNING OUTCOMES

The programme Learning Outcomes for post graduate programme in Anthropology are as follows:

**PLO1:** Demonstrate advanced knowledge and understanding on the origin development and scope of anthropology.

**PLO2:** Demonstrate advanced knowledge and understanding of the anthropological research.

**PLO3:** Demonstrate cognitive and technical skills required for conducting relevant research that contribute to the generation of new knowledge.

**PLO4:** Apply the acquired advanced theoretical and/or technical knowledge about specialized fields of anthropology and a range of cognitive and practical skills to identify and analyse problems and issues related to the discipline.

**PLO5:** Honour diversity and engage effectively in multicultural society with the core essence of global citizenship.

**PLO6:** Apply advanced computer and statistical knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems in various aspects of anthropology.

**PLO7:** Acquisition of knowledge and essential employability skills set required to adapt to the future of work and responding to the demands of the fast pace technological developments and innovations in anthropology and allied disciplines

**PLO8:** Pursue self- directed learning through online and offline mode to upgrade knowledge and skills, including research-related skills, required to pursue higher level of research.

**PLO9:** Define research problems, formulate appropriate research questions, formulate hypotheses, test hypotheses by using appropriate statistical tools and techniques and report following the research ethics.

**PLO10:** Make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, and take accountability for personal and/ or group actions to generate solutions to specific problems associated with education.

## COURSE STRUCTURE OF SIX MONTH PH.D. COURSE WORK

Course Code	Title of the Course	L	T	P	Credit	Total Marks	IA	EA
ANT-C-701	Research Methodology in Anthropology	3	1	0	4	100	50	50
ANT-C-702	Research and Publication Ethics	1	1	0	2	50	25	25
ANT-R-703	Preparation of Research Proposal and Seminar Presentation	1	0	3	4	100	100*	
<b>Area of Specialization (Select any one course from 704 to 706 for specialization )</b>								
ANT-E-704	Advanced Theories and Methods in Social and Cultural Anthropology	3	1	0	4	100	50	50
ANT-E-705	Advanced Theories and Methods in Physical Anthropology	3	1	0	4			
ANT-E-706	Advanced Theories and Methods in Archaeological Anthropology	3	1	0	4			
<b>TOTAL</b>					<b>14</b>	<b>350</b>	<b>225</b>	<b>125</b>

\*To be evaluated internally

**ANT-C-701: RESEARCH METHODOLOGY IN ANTHROPOLOGY**

**Semester: First Semester**

**Course Level: 700**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

**Course Learning Outcomes**

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

**CLO-1:** *On successful completion of the course, the students will be able to:* Knowledge of anthropological research and ethnographic fieldwork and understanding of different research methods and techniques, including descriptive, experimental, and evaluative research, and the use of primary and secondary sources of data.

**CLO-2:** Ability to apply different data collection techniques such as observation, interviews, questionnaires, and case studies and familiarity with statistical tools and data analysis techniques, including measures of central tendency, measures of dispersion, correlation and significance tests, and diagrammatic representation.

**CLO-3:** Knowledge of contemporary anthropological research methods and analysis techniques, and understanding of the ethical considerations and dilemmas involved in anthropological research and fieldwork.

**CLO-4:** Ability to design and implement a research project and write a report based on the data collected and analysed and familiarity with the issues and challenges involved in online research data collection.

**Unit I. Research Process**

- Epistemology;
- Empiricism and Fieldwork tradition in Anthropology;
- Ethnographic method and Process;
- Applied and Action Research Processes.
- Subjective, Ethnocentric and Reflective Elements,
- Preparation of Research Proposal

**Unit II. Types of Research Methods**

- Field Work in Different Ecological Settings,
- Longitudinal and Cross-sectional Methods,
- Reflexivity, Auto-ethnography.

- Oral tradition and Life histories;
- Multi-sited Ethnographies;
- Restudies and Reinterpretation.
- Ethnography in Digital spaces:
- Virtual Worlds,
- Digital Ethnography,
- Walking ethnography,
- Feminist Ethnography

### **Unit III. Statistical Analysis**

- Measures of Central Tendency: Mean, Median, Mode and Standard Deviation; Dispersion:
- Sample Size and Representativeness;
- Concept of Probability,
- Bivariate Statistics: Correlation, Chi-square, t-test, F-test, Analysis of Variance, Regression,
- Factor Analysis.
- Scaling Techniques: Objective, Reliability, Validity,
- Rating Scale, Ranking Scale, Thurstone Scale, Bogardus Scale, Likert Scale and Sociometry.

### **Unit IV. Data Analysis and Report writing**

- Coding and Categorisation,
- Content Analysis,
- Application of MS-Excel, SPSS and R-software,
- Preparation of Report Writing and Publishing,
- Ethical issues in publication

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects

- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations.
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

### SUGGESTED READINGS:

- Beteille, A. and Madan. T.N. (1975). *Encounter and Experience*. New Delhi: Vikas Publishing House.
- James Clifford and George E. Marcus (Eds). (1986). *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press.
- Frelich, M. (1970). *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons.
- Herle, A. (1998). *Cambridge and the Torres Strait*. Cambridge: Cambridge University Press.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Publishers.
- Pelto, P. J. And G. H. Pelto. (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek: AltaMita Press.
- Russell, B. H. (1995). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: Alta Mira Press.
- Sarana, G. (1975). *The Methodology of Anthropology*. New York: The University of Arizona Press.
- Srinivas, M.N. (1983). *The Observer and the Observed*. Faculty of Arts and Social Sciences: University of Singapore.

Srivatsava, V.K. (2005). *Field Work and Methodology*. Delhi: Oxford University Press.

Stocking, G.W. (1983). *Observers Observed: Essays on Ethnographic Fieldwork*. Madison: The University of Wisconsin Press.

**Note: Latest edition of text books and reference books may be used.**

## **ANT-C-702: RESEARCH AND PUBLICATION ETHICS**

**Semester: First Semester**

**Course Level: 700**

**Total Marks: 50**

**L+T+P: 1+1+0 = 2 Credits Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### **Course Learning Outcomes**

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

**CLO-1:** Ability to apply different data collection techniques such as observation, interviews, questionnaires, and case studies and familiarity with statistical tools and data analysis techniques, including measures of central tendency, measures of dispersion, correlation and significance tests, and diagrammatic representation.

**CLO-2:** Knowledge of contemporary anthropological research methods and analysis techniques, and understanding of the ethical considerations and dilemmas involved in anthropological research and fieldwork.

**CLO-3:** Ability to design and implement a research project and write a report based on the data collected and analysed and familiarity with the issues and challenges involved in online research data collection.

### **RPE 01: PHILOSOPHY AND ETHICS**

- Introduction To Philosophy:
- Definition, Nature And Scope, Concept,
- Branches,
- Ethics: Definition, Moral Philosophy,
- Nature Of Moral Judgements And Reaction

### **RPE 02: SCIENTIFIC CONDUCT**

- Ethics with respect to science and research
- Intellectual honesty and research integrity
- Scientific misconducts: Falsification, Fabrication, and Plagiarism(FFP)

- Redundant publications: duplicate and overlapping publications, salami slicing, Selective reporting and misrepresentation of data.

### **RPE 03: PUBLICATION ETHICS AND OPEN ACCESS PUBLISHING**

- Publication ethics: definition, introduction and importance
- Best practices /Standards setting initiatives and guidelines: COPE. WAME, etc.,
- Conflicts of interest,
- Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types, Violation of publication ethics, authorship and contributorship,
- Identification of publication misconduct, complaints and appeals,
- Predatory publishers and journals
- Open access publications and initiatives
- SHEERPA/RoMEO online resource to check publisher copyright & Self – archiving policies
- Software tool to identify predatory publications developed by SPPU
- Journal finder /Journal suggestion tools viz. JANE., Elsevier journal Finder, Springer Journal Suggester, etc.,

### **RPE 04: PUBLICATION MISCONDUCT AND DATABASES AND RESEARCH METRICS**

- Group Discussions
- Subject specific ethical issues, FFP, authorship
- Conflicts of interest
- Complaints and appeals: examples and fraud from India and abroad
- Software tools
- Use of plagiarism software like Turnitin, Urkund and other
- Open source software tools
- Indexing databases
- Citation databases: Web of Science, Scopus, etc.
- Research Metrics
- Impact Factor of Journal as per Journal Citation Report, SNIP,
- SJR, IPP, Cite Score

- Metrics: h-index, g index, i10 index, altmetrics

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 25	Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations.
Summative Marks: 25	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

### SUGGESTED READINGS

Bird, A. (2006). *Philosophy of Science*. London: Routledge.

MacIntyre, A. (1967) *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*. London: University of Notre Dame Press.

Chaddah, P. (2018). *Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized*. Self-Published.

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to responsible conduct in Research*: Third

Edition, National Academies Press.

Resnik, D.B. (2011) What is ethics in research & why is it important. National institute of Environmental Health Science, 1-10 Retrieved from

Beall, J: (2012) Predatory publishers are corrupting open access. Nature, 489(7415), 179-179.

Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7.

**Note: Latest edition of text books and reference books may be used.**

### **ANT-C-703: PREPARATION OF RESEARCH PROPOSAL AND SEMINAR PRESENTATION**

**Semester: First Semester**

**Course Level: 700**

**Total Marks: 100**

**L+T+P: 1+0+3 = 5 Credits Lecture: 15 Hrs + Tutorial: 0 Hrs + Practical: 45 Hrs**

#### **Course Learning Outcomes**

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

**CLO-1:** Knowledge and understanding of different research methods and techniques.

**CLO-2:** Ability to apply different data collection techniques such as observation, interviews, questionnaires, and case studies and familiarity with statistical tools and data analysis techniques, including measures of central tendency, measures of dispersion, correlation and significance tests, and diagrammatic representation.

**CLO-3:** Knowledge of contemporary anthropological research methods and analysis techniques, and understanding of the ethical considerations and dilemmas involved in anthropological research and fieldwork.

**CLO-4:** Ability to design and implement a research project and write a report based on the data collected and analysed and familiarity with the issues and challenges involved in online research data collection.

#### **Unit I: Sources and Citation of Literature**

- Gazetteers,
- Government Reports,
- Journals, Books,
- Magazines,

- Newspapers,
- Diaries, Unpublished Theses, Online sources, films.

### Unit II: Review of Literature.

### Unit III: Writing of Research Proposal.

### Unit IV: Presentation of Research Proposal

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Individual and group presentations by students on selected themes.
- In Consultation with a supervisor, the student will prepare a research proposal

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Article Writing, Annotated Bibliographies, Reports, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations.
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

### SUGGESTED READINGS

Nil

### ANT-E-704: ADVANCED THEORIES AND METHODS IN SOCIAL AND CULTURAL ANTHROPOLOGY

**Semester: First Semester**

**Course Level: 700**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### Course Learning Outcomes

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

**CLO-1:** Learn about advanced theories and methods in Socio-Cultural Anthropology.

**CLO-2:** Learn about the scope and relevance of Social-Cultural and Linguistic Anthropology; Anthropology and its relationship with branches of Anthropology.

**CLO-3:** They will learn about concepts of society, culture, social stratification, and different modes of communication

**Unit I: Theories**

- Nature of Social Sciences,
- Empiricism, Rationalism and Positivism,
- Post Structuralism,
- Critical Theory,
- Decolonial Theories

**Unit II: Disadvantaged Groups in India**

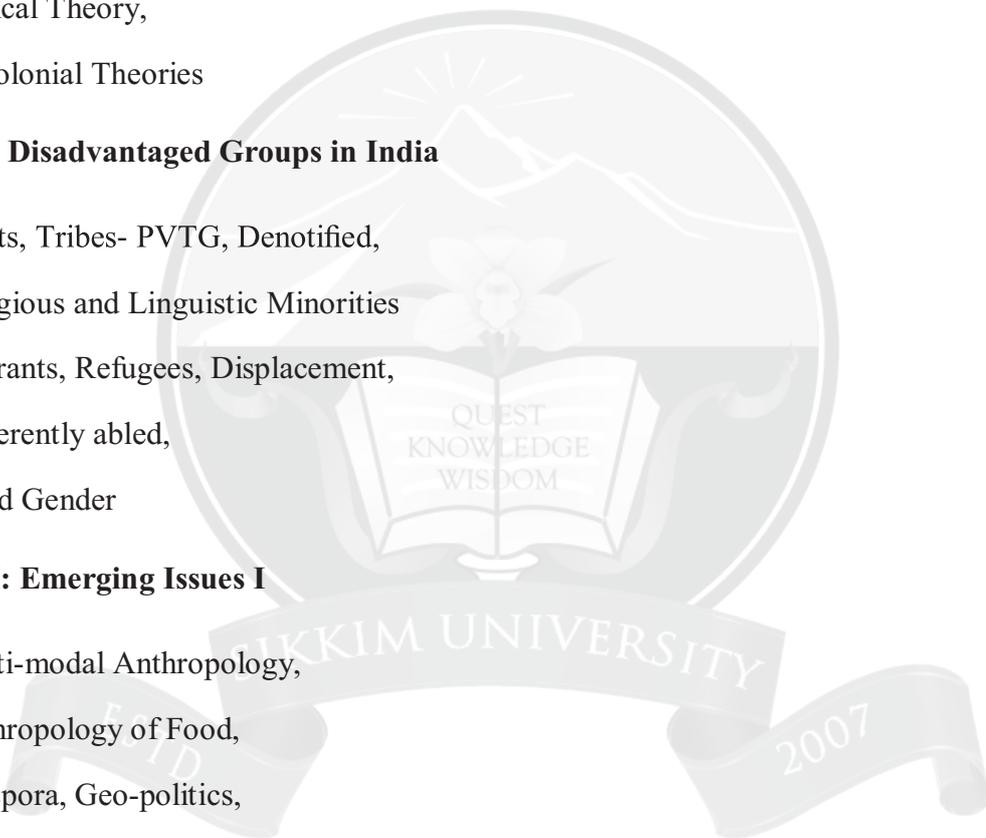
- Dalits, Tribes- PVTG, Denotified,
- Religious and Linguistic Minorities
- Migrants, Refugees, Displacement,
- Differently abled,
- Third Gender

**Unit III: Emerging Issues I**

- Multi-modal Anthropology,
- Anthropology of Food,
- Diaspora, Geo-politics,
- Business Anthropology,
- Urban Anthropology

**Unit IV: Emerging Issues II**

- Climate Emergency,
- Human-Animal Ethnography,
- Mountain Economies,
- Sustainable Development Goals,



- Development Anthropology

### SUGGESTED TEACHING LEARNING STRATEGIES

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva- Voce, Group Discussion, Quiz, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations.
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

### SUGGESTED READINGS

- Appadurai, A. (1988). *The Social Life of Things: Commodities in Cultural Perspective*. London: Hurst & Co.
- Banks, M. (1996). *Ethnicity: Anthropological Constructions*. London: Routledge.
- Carsten, J. (2000). *Cultures of Relatedness - New Approaches to the Study of Kinship*. Cambridge: Cambridge University Press.
- Clarke, M. (2009). *Islam and New Kinship: Reproductive Technology, Anthropology and the Shari'ah in Lebanon*. Oxford: Berghahn.
- D'Andrade, R. G. (1995). *The Development of Cognitive Anthropology*. Cambridge: Cambridge University Press.

- Eriksen, T.H. (2010). *Ethnicity and Nationalism: Anthropological Perspectives*. London: Pluto.
- Gellner, E. (2006). *Nations and Nationalism*. Oxford: Blackwell Publishing.
- Karlsson, B.G. (2011). *Unruly Hills: a Political Ecology of India's Northeast*. Oxford: Berghahn books.
- Pink, S. (2001). *Doing Visual Ethnography: Images, Media and Representation in Research*. London: Sage Publications.
- Sen, A. (2001). *Development as Freedom*. Oxford: Oxford University Press.
- Van Schendel, W. (2005). *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press

**Note: Latest edition of text books and reference books may be used**

**ANT-E-705: ADVANCED THEORIES AND METHODS IN PHYSICAL ANTHROPOLOGY**

**Semester: First Semester                      Course Level: 700                      Total Marks: 100**

**L+T+P: 3+1+0 = 4      Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

**Course Learning Outcomes**

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

- CLO-1:** Learn about Evolution and variation, concept of growth and development and methods of studying growth.
- CLO-2:** Learn about anthropological genetics as well as some of the methods of genetic study.
- CLO-3:** Learn about nutritional status and its assessment and reproductive health.
- CLO-4:** Learn about important areas of Physical Anthropology.

**Unit I: Introduction**

- New physical anthropology as synthesised by Washburn.
- Concept of growth,
- Factors affecting Growth and Development,
- Methods of studying growth.

**Unit II: Anthropological Genetics**

- Foundations of anthropological genetics,

- Human genome project, methods for genetic study:
- Pedigree analysis,
- Chromosomal Analysis,
- Biochemical Analysis,
- Molecular genetic markers.

### **Unit III: Health and Diseases**

- Distribution of Genetic Diseases,
- Nutritional Status,
- Methods of Assessing Nutritional Status,
- Obesity And Co-Morbidities,
- Women's Reproductive Health, Epidemic, Pandemic,
- Communicable and Non-Communicable Diseases

### **Unit IV: Human Adaptability programme**

- Bio-cultural approach in the study of human growth and development,
- Nutritional anthropology,
- Anthropological Demography.
- Dental Anthropology,
- Ecological adaptation

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.
- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

**ASSESSMENT FRAMEWORK**

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations.
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

**SUGGESTED READINGS**

- Bhasin, V., & Bhasin, M. M. (2007). *Anthropology Today in Trends, Scopes and Applications*. New Delhi: Kamla Raj Enterprises.
- Brewis, A. A. (2011). *Obesity: Cultural and Biocultural Perspectives*. New Jersey: Rutgers University Press.
- Crawford, M. H. (Ed). (2006). *Anthropological Genetics*. Cambridge: Cambridge University Press.
- Dasgupta, P., Hauspie, R. (Ed.). (2001). *Perspective in Human Growth, Development and Maturation*. New Delhi: Springer.
- Denvor, E. J. (2005). *Molecular Application in Biological Anthropology (Cambridge Studies in Biological and Evolutionary Anthropology)*. Cambridge: Cambridge University Press.
- Gisli, P. (2007). *Anthropology and New Genetics*. Cambridge: Cambridge University Press.
- Hartwell, L. H. (2011). *Genetics: From Genes to Genomes (4<sup>th</sup> ed.)*. New York: McGraw-Hill.
- Hillson, S. (2002). *Dental Anthropology*. Cambridge: Cambridge University Press.
- Pasternak, J. J. (2005). *An Introduction to Human Molecular Biology*. New Jersey: John Wiley & Sons.
- Shephard, R. J. (2005). *Body Composition in Biological Anthropology*. Cambridge: Cambridge University Press.

**Note: Latest edition of text books and reference books may be used.**

## **ANT-E-706: ADVANCED THEORIES AND METHODS IN ARCHAEOLOGICAL ANTHROPOLOGY**

**Semester: First Semester**

**Course Level: 700**

**Total Marks: 100**

**L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

### **Course Learning Outcomes**

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

**CLO-1:** Learn about concepts, theories and the practice of Archaeological Anthropology.

**CLO-2:** Learn to reconstruct the past human societies.

**CLO-3:** Learn about various applications of archaeological anthropological knowledge, and different tool and pottery techniques including exploration and excavation.

**CLO-4:** Learn about the involvement of the community to preserve, conserve and protect the archaeological sites and heritage monuments.

### **Unit I: Thoughts and Theory in Archaeology**

- Archaeological Thoughts: genesis and contributions of Archaeological Anthropologists.
- Archaeological Theories: Culture-History, Middle Range Theory,
- New Archaeology/ Processual Archaeology,
- Post-processual Archaeology,
- Behavioural Archaeology,
- Contextual archaeology,
- Embodied archaeology,
- Community Archaeology,
- Models for understanding Hunter-gatherers' and early Agriculturalists' Appropriation of Nature.

### **Unit II: Field Archaeology**

- Conceptual research design in scientific archaeological study, sampling strategies,
- Archaeological research paradigm, Hypothesis formulation and testing,
- Development of field archaeology - European antiquarianism,
- Orient and Africa. Surface Exploration - Objective, methods and techniques,

- Field equipment, Scientific aids, Excavation of prehistoric site – Developmental history; Objective, methods and techniques;
- Planning and ethics; Field equipment and scientific aids.
- Deposit Theory: Stratification and the Harris Matrix,
- Post excavation activities. Conservation and preservation.

### **Unit III: Prehistory of Southeast Asia and North East India**

- South-East Asia – Regional geography, geology and palaeoenvironments,
- Pleistocene geology and Hominin settlement,
- Chronology and distribution of Homo erectus sites in Mainland and Island,
- Hoabinhian Techno-complex and Sumatralith - Geographic distribution, features and division; Pleistocene and early Holocene development;
- North-east Indian prehistory – History of research and development;
- Pebble chopper and biface culture; Cultural elements.;
- Evidence of culture contact between Eastern India and mainland Southeast Asia through Northeast India. On going evolution in man: are we still evolving?

### **Unit IV: Public Archaeology and Cultural Resource Management**

- Archaeology and Public: nature, ethics and value of Archaeological Record,
- Philosophy and History of CRM,
- Archaeological Stewardship and rise of CRM;
- Tangible and intangible cultural resources, Heritage management and Traditional custodianship, Preservation and protection and Management Acts.

### **SUGGESTED TEACHING LEARNING STRATEGIES**

- Lecture-cum discussion, library readings, Critical Discussion, Reflective Writing Comparative Analysis
- Organizing philosophical debates and group discussions, Case studies and Group Projects
- Guided readings and discussions of classical texts written by famous philosophers.

- Individual and group presentations by students on selected themes.
- Initiation of the dialogue by the More Knowledgeable Other (MKO).

### ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Quiz, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations.
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

### SUGGESTED READINGS

Banning E.B. (2002). *Archaeological Survey, Manuals in Archaeological Method, Theory and Technique*, Springer.

Butzer, K. (1987). *Archaeology as Human Ecology: Methods and Theory for a Contextual Approach*. Cambridge: Cambridge University Press.

Conolly, J., & Lake, M. (2006). *Geographical Information Systems in Archaeology*. Cambridge: Cambridge University Press.

Drewett, L.P. (1999). *Field Archaeology – An Introduction*. London: UCL Press.

Droop, J.P. (2010). *Archaeological Excavation*. Cambridge: Cambridge University Press.

Gosden, C. (1999). *Anthropology and Archaeology-A Changing Relationship*. Routledge.

Hodder, I. (2001). *Archaeological Theory Today*. Cambridge: Polity Press.

Renfrew, C., & Bahn, P. (2016). *Archaeology: Theories, Methods and Practice* (7<sup>th</sup>ed.). Thames & Hudson.

Sankalia, H.D. (1991). *An Introduction to Archaeology*. Poona: Deccan College PGRI.

Shanks, M., & Tilley, C. (Eds.) (1992). *Re-Constructing Archaeology: Theory and Practice*. London: Routledge.

**Note: Latest edition of text books and reference books may be used.**