

SAINT CLARET COLLEGE, ZIRO

B. A. (ANTHROPOLOGY)

SYLLABUS AS PER RGU SEMESTRAL SCHEME (subjected to syllabus enrichment by SCCZ for Claretines)

SEMESTER I

BANT 101: Foundations of Anthropology

Marks: 80 (ESE) + 20 (CIA) =100

Objectives: Having studied this paper, a student will be able to:

- a. Explain the meaning, genesis, aim & scope, and the major branches of anthropology and to examine its relationship with allied subjects
- b. Define the concept of Society, Culture, and Civilization
- c. Explain the principles, concepts and Theories of organic evolution
- d. Understand the basic concepts and terms in archaeological anthropology

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, Objectives and Goal Setting.

Unit 1: Introduction to Anthropology (4 hours): Meaning, Genesis, Aims, Scope and Relevance. Anthropology and its relation with allied subjects (Sociology, History, Economics, Political Science, Geography, Geology, Human Biology and Archeology).

Unit 2: Major Branches of Anthropology (4 hours): Socio-Cultural Anthropology, Biological/ Physical Anthropology, Archeological Anthropology and Linguistic Anthropology.

Unit 3: Definition & Concepts in Social Anthropology (3 hours): culture, society and civilization.

Unit 4: Principles & Theories of Organic Evolution (10 hours): Convergence, Divergence, Parallelism, Adaptive Radiation, Irreversibility and Speciation; Theories of Evolution: Lamarckism, Neo Lamarckism, Darwinism, Synthetic Theory.

Unit 5: Basic concepts in Archeological Anthropology (8 hours): Tool, Artifacts, Industry, Assemblage, Periodization in Prehistory - A Brief introduction to different cultural stages in Prehistory and Protohistory (Three Age System of Thomsen), Concept of Culture in Prehistory.

Unit 100: Advanced Skills (2 hours): Revision of concepts, Journal/Magazine review, Assignments/Projects.

Recommended readings:

1. Basu, Indrani. 2010. *Anthropology: The Study of Man*. S Chand Limited, New Delhi.
2. Bhattacharya, DK. 2010. *Prehistoric Archeology*. PalakaPrakashan, New Delhi.
3. Das, BM, 2010. *Outlines of Physical Anthropology*. Kitab Mahal, New Delhi.
4. Ember and Ember. 2002. *Anthropology*. Pearson Education, New Delhi.
5. Haviland, William. 2010. *An Introduction to Anthropology*. Cengage Learnings.
6. Haviland, William. 2010. *Cultural Anthropology*. Cengage Learnings.
7. Majumdar, DN and TN Madan. 1997. *An Introduction to Social Anthropology*. Asia Publishing House, New Delhi.
8. Sarana, Gopala. 1977. *Introducing Anthropology*. Indian Anthropological Society, Calcutta.

SEMESTER II

BANT 202: Socio-Cultural Anthropology

Marks: 80 (ESE) + 20 (CIA) =100

Objectives: Having studied this paper, a student will be able to:

- a. Explain the genesis, development and key concepts in socio-cultural anthropology
- b. Explain the mechanism, processes and factors of culture contact and culture change
- c. Understand the meaning and types of Political Organization and to enumerate the forms of Political Organization in human societies
- d. Define and explain the anthropological concept of religion and the different forms of beliefs and religious practices found across societies

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, Objectives and Goal Setting.

Unit 1: Introduction to Socio-Cultural anthropology (2 hours): Genesis and Development of socio-cultural anthropology.

Unit 2: Key concept (4 hours): culture trait, culture complex, institution, association, organization.

Unit 3: Culture contact and culture change (8 hours): Concept of diffusion, acculturation, assimilation, innovation, enculturation, modernization, globalization.

Unit 4: State and non state societies (8 hours): Band, Tribe, Chiefdom, Kingship, State: Customary law, Social Control, Norms and Sanction.

Unit 5: Anthropology of religion (10 hours): Anthropological concept of religion, animism, animatism, monotheism, polytheism, magic and witchcraft. Magico religious functionaries: Priest, Shaman, Medicine Man, Sorcerer, Witch.

Unit 100: Advanced Skills (2 hours): Revision of concepts, Journal / Magazine review, Assignments/Projects.

Recommended readings:

1. Beattie, J. 1966. *Other Cultures*. Routledge and Kegan Paul, London.
2. Danda, A. K. 1995. *Foundations of Anthropology*. Mittal Publications, India.
3. Durkheim, Emile. 1995. *Elementary Forms of Religious Life*. The Free Press, New York.
4. Ember, C.R and Ember, M and Peregrine, P.N. 2007. *Anthropology*. Pearson, London.
5. Eriksen, T. H. 2004. *What is Anthropology?* Pluto Press, England.
6. Haviland, W.M and Prins, H.E.L and Walrath, D and McBride, B. 2007. *Introduction to Anthropology*. Wardsworth Cengage Learning, New Delhi.
7. Herskovits, M.J. 1969. *Handbook of cultural and social Anthropology*. Oxford University Press, New Delhi.
8. Karsten, R. 1935. *The origin of Religion*. Kegan Paul, Trench, Trubner and Co. Ltd, London.
9. Majumdar, D. N. and T.N. Madan. 1997. *An Introduction to Social Anthropology*. Asia Publishing House, New Delhi.
10. Miller, B. 2011. *Socio-Cultural Anthropology (6th ed)*. PHI Learning Private Limited, New Delhi.
11. Monaghan, J and Just, P. 2000 *Social and Socio-Cultural Anthropology: A very Short Introduction*. Oxford University Press, New Delhi.
12. Parkin, R. 1997. *Kinship: An introduction to the basic concept*. Blackwell, Great Britain.
13. Uberoi, P. 1994. *Family, Kinship and Marriage in India*. OUP. New Delhi.

SEMESTER III
BANT303: Human Skeletal Anatomy and Primatology

Marks: 80 (ESE) + 20 (CIA) =100

Objectives: Having studied this paper, a student will be able to:

- a. Define the meaning, scope, and branches of Biological Anthropology and to explain its and historical development and relationship with other branches of anthropology
- b. Understand human skeletal anatomy and to classify and describe the anatomical position of human bones
- c. Define, classify and explain the features of Primates, Ethology and Primate distribution worldwide, and to place the phylogenetic position of man in the order primate
- d. Explain the modes of primate locomotion and to identify the changes in human skeleton due to erect posture and bipedallism

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, Objectives and Goal Setting.

Unit 1: Introduction to Biological Anthropology (8 hours): Definition, scope and branches of Biological Anthropology; relationship of Biological Anthropology with other branches of anthropology; historical development of Biological Anthropology from the period of Darwin.

Unit 2: Human Skeletal Anatomy (6 hours): Classification and anatomical position of bones; descriptive study of human bones: cranium (vertical, frontal, lateral, occipital and basal views) and postcranial bones (vertebral column, pectoral girdle, thoracic cage, pelvic girdle, upper and lower extremities).

Unit 3: Primate (4 hours): Definition, classification and general characteristics of the order 'Primate'; Primate ethology and worldwide distribution of the members of this order.

Unit 4: Man's place in the order 'Primate' (6 hours): morphological and anatomical and social characteristic of Man, Gorilla, Chimpanzee, Gibbon and Orangutan.

Unit 5: Modes of Primate Locomotion (6 hours): vertical clinging and leaping, semi-brachiation, brachiation, knuckle walking, quadrupedalism and bipedalism; changes in human skeleton due to erect posture and bipedalism (skull, vertebral column, pelvic girdle, femur and foot).

Unit 100: Advanced Skills (2 hours): Revision of concepts, Journal / Magazine review, Assignments/Projects.

Recommended readings:

1. Buettner-Janusch, J. 1965. *Origins of Man*. Wiley Eastern Pvt. Ltd., New Delhi.
2. Ciochon, R.L. 2011. *Introduction to Physical Anthropology* (13th ed). Wadsworth Cengage Learning, Belmont.
3. Haviland, W.A., HEL Prins, D Walrath and B McBride. 2011. *Anthropology: The human Challenge* (13th ed). Wadsworth Cengage Learning, Belmont.
4. Jurmain, R., L Kilgore and W Trevathan. 2010. *Essentials of Physical Anthropology* (8th ed). Wadsworth Cengage Learning, Belmont.
5. Roy, I.B. 2003. *Anthropology: The Study of Man*. S Chand and Co. Ltd., New Delhi.
6. Stanford. C., SJ Allen, and SC Antón. 2013. *Biological Anthropology – the natural history of mankind* (3rd ed). Pearson, New York.
7. Stein, P. and BM Rowe, 2010. *Physical Anthropology* (10th ed). McGraw Hill Book Co., New York.
8. Swindler, D.R. 2004. *Introduction to the Primates*. Overseas Press India Pvt. Ltd., New Delhi.
9. Shukla, B.R.K. and S Rastogi. 2002. *Physical Anthropology and Human Genetics: An introduction*. PalakaPrakashan, New Delhi.

SEMESTER IV
BANT 404: Archeological Anthropology

Marks: 80 (ESE) + 20 (CIA) =100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the meaning, aims & scope, relevance of Archeological Anthropology and its relation with allied sciences
- b. Trace Man's prehistoric past geologically and reconstruct prehistoric culture through the analysis and study of stone artifacts
- c. Familiarize and differentiate the various dating methods in archaeology
- d. Examine the prehistoric cultures of Europe and India with reference to the major known sites studied so far
- e. Describe the features and importance of Fertile Crescent (Jericho & Jermo) in human history and origin of agriculture

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, Objectives and Goal Setting.

Unit 1: Introduction to Archeological Anthropology (5 hours): Aims, Scope and relevance. Archeology and its relation with allied subjects.

Unit 2: Geological Time Scale (10 hours): Pleistocene and Holocene Epochs. Reconstruction of Prehistoric Culture: Stone Age Traditions: Paleolithic, Mesolithic and Neolithic Periods. Tool Technology of Lithic Era.

Unit 3: Dating methods in archeology (5 hours): Relative and Absolute - Stratigraphy, Dendochronology, Fluorine Test, Radio Carbon and Potassium Argon Dating.

Unit 4: Prehistory of Europe and India (5 hours): Important European sites: Acheulian and Abbevillian. Indian Sites: AttiramPakkam, Sohan, ParsiParlo and DaojaliHading.

Unit 5: Fertile Crescent (3 hours): Jericho and Jermo.

Unit 100: Advanced Skills (2 hours): Revision of concepts, Journal / Magazine review, Assignments/Projects.

Recommended Readings:

1. Allchin, B. and R. Allchin. 1982. *The Rise of Civilization in India and Pakistan*. Cambridge.
2. Ashraf, A. A. 1990. *Prehistory of Arunachal Pradesh*. Directorate of Research, Itanagar.
3. Bhattacharya, D.K. 1989. *An Outline of Indian Prehistory*. PalakaPrakashan, New Delhi.
4. Bhattacharya, DK. *An Outlines of Indian Prehistory*. PalakaPrakashan, New Delhi.
5. Bhattacharya, DK. *Emergence of Culture in Europe*.
6. Bhattacharya, DK. *Prehistoric Archeology*. PalakaPrakashan, New Delhi.
7. Burkitt, M.C. 1963. *Old Stone Age: A Study of Paleolithic Times*. Anthenium, New York.
8. Habib, Irfan. 2002. *The Indus Valley Civilization*. Aligarh Historians Society, published by Tulika Books, New Delhi.
9. Haviland, W.A., Prins H.E.L. Walrath, D. and McBride B. 2007. *Introduction to Anthropology*. Belmont: Wadsworth Cengage Learning, New Delhi (Indian Edition).
10. Oakely, K.P. 1972. *Man, The Tool Maker*. British Museum (Natural History), London.
11. Sankalia, HD. 1974. *Prehistory and Protohistory of India and Pakistan*. Deccan College, Poona.
12. Sharma, D. 2012. *Glimpses of Northeast India Archeology*. Eastern Book House, Guwahati.
13. Wheeler, Mortimer. 1968. *Early India and Pakistan*. Thames and Hudson, London.

SEMESTER - V

BANT 505: Family, Marriage and Kinship

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- Understand the concept of family, its types and functions.
- Explain marriage as a universal social institution, and to describe its types, forms and functions.
- Differentiate the different modes of acquiring spouse and various forms of marital transaction across societies.
- Understand the concept and definition of kinship, rules of descent, and to familiarize the various kinship terminologies and behaviours.
- Examine the changing trends in family, marriage, and kinship.

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Family (3 hours): Definition, types and functions of family.

Unit 2: Marriage (8-10 hours): Marriage as a universal institution. Types and Forms of Marriage, Function of Marriage, Different modes of acquiring mate, Forms of marital transaction (Dowry, bride price).

Unit 3: Kinship (8 hours): Concept and definition of kinship. Rules of descent- Unilateral, Bilateral and Double descent. Lineage, clan, phratry and Moiety.

Unit 4: Kinship Terminology (6 hours): Contribution of Morgan and Murdock. Kinship behaviour: Joking, avoidance, couvade, avunculate, amitate.

Unit 5: (3 hours) Changing trends in family, marriage and kinship.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended readings:

Fox, R. (1967). *Kinship and Marriage*. Baltimore: Pelican.

Garth, Thomas R. Jr. (1944). Kinship Terminology, Marriage Practices and Behaviour toward Kin among the Atsugewi. *American Anthropologist*, 46, 348-361.

Goldstein, Melvyn C. (---). Preliminary Notes on Marriage and Kinship. *INAS Journal*, 57-69.

Haviland, W.M., Prins, H.E.L., Walrath, D. and McBride, B. (2007). *Introduction to Anthropology*. New Delhi: Wardsworth Cengage Learning.

Herskovits, M.J. (1969). *Handbook of Cultural and Social Anthropology*. New Delhi: Oxford University Press.

Kapadia, K.M. (1966). *Marriage and Family in India*. New Delhi: Oxford University Press.

Karve, Irawati (1990). *Kinship Organization in India*. New Delhi: South Asia Books.

Majumdar, D. N. and Madan, T.N. (1997). *An Introduction to Social Anthropology*. New Delhi: Asia Publishing House.

Marak, Quinbala (2012). A Note on Kinship Studies in North-East India. *South Asian Anthropologist*, 12(1), 61-69.

Miller, B. (2011). *Socio-Cultural Anthropology* (6th Ed.). New Delhi: PHI Learning Private Limited.

Monaghan, J. And Just, P. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. New Delhi: Oxford University Press.

Nagaraja, K.S. (---). Kinship Terms in Konyak Naga. *Mon-Khmer Studies*, 27, 249-255.

Singha, R. (2014). *Kinship and Marriage System among the Khasis of Bangladesh: A Study of Khasi Culture and Identity*. Bangladesh Development Research Working Paper Series (BDRWPS 24), Independent University, Bangladesh (IUB). Electronic copy available at: <http://ssrn.com/abstract=2519078>.

Uberoi, P. (1994). *Family, Kinship, and Marriage in India*. New Delhi: Oxford University Press.

BANT 506: Anthropology of Communication

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the meaning of communication and to differentiate human from non-human communication emphasising on different modes of communication in human societies.
- b. Bridge the relationship between media and communication, and to highlight the history and types of mass media in India.
- c. Assess the roles of print and electronic media in rural and tribal areas.

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Meaning of Communication (8 hours): Human and Non human communication; human communication - oral traditions - art, performing and visual communication.

Unit 2: Types of Communication (3 hours): Verbal and non verbal communication, kinesics and semiotics.

Unit 3: (5 hours) Media and communication, history of Mass media in India and different types.

Unit 4: (3 hours) Role of print media in rural and tribal areas - newspaper, magazines.

Unit 5: (4 hours) Role electronic of media - television, radio, cellphones, internet.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended readings:

Askew, K. and Wilk, R.R. (2002). *The Anthropology of Media: A Reader*. Malden: Blackwell Publishers.

Barthes, Roland (1977). *Image-Music-Text*. London: Fontana.

Brown, G. (1996). *Speakers, Listeners, and Communication*. Cambridge: Cambridge University Press.

Eco, U. (1979). *The Role of the Reader: Explorations in the Semiotics of Texts*. London: Indiana University Press.

Fiske, John (1990). *Introduction to Communication Studies*. London: Routledge.

Ganti, Tejaswini (2012). *Producing Bollywood: India the Contemporary Hindi Film Industry*. Durban and London: Duke University Press.

Horst, Heather and Miller, Daniel (2006). *The Cell Phone: An Anthropology of Communication*. UK: Berg.

McLuhan, Marshall (2001). *Understanding Media*. London: Routledge.

Saville-Troike, M. (1984). *The Ethnography of Communication*. Oxford: Basil Blackwell.

BANT 507: Fieldworks Methods

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the concept, emergence, and growth of fieldwork tradition in anthropology.
- b. Be conscious about research ethics and be equipped with the basic elements and perspectives of anthropological fieldwork.
- c. Enumerate and explain the various research methods/techniques and types of research in anthropology.
- d. Identify research problems, formulate research designs, and undertake different types of anthropological research.
- e. Acquaint with ethnographic understanding of selected tribes (Nuer, Maori, Munda, Toda, Garo, Apatani, etc.).

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Fieldwork tradition (2 hours): Emergence and growth of fieldwork tradition in anthropology.

Unit 2: (6 hours) Ethics of anthropological fieldwork and basic elements (rapport, key informants and pilot study), Emic and Etic Perspectives.

Unit 3: Field methods and techniques (8-10 hours): Observation, Interview, schedule, questionnaire, audio-visual techniques, biographical/ historical methods, and case study.

Unit 4: (10 hours) Types of research, research problem, research design, review of literature, hypothesis and field diary, Data analysis, Indexing, and writing ethnography/field report.

Unit 5: Ethnographic Profiles of selected tribes (6 hours): Nuer, Maori, Munda, Toda, Garo, and Apatani.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended readings:

- Bernard, H. R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: Altamira Press.
- Danda A. K. (1992). *Research Methods in Anthropology*. New Delhi: Inter-India Publication.
- Diener, E. and Crandall, R. (1978). *Ethics in social and behavioural research*. England: U Oxford Press.
- Ellen, R. F. (1984). *Ethnographic Research: A Guide to General Conduct*. New York: Academic Press.
- Evans-Pritchard, E.E. (1940). *The Nuer*. UK: Clarendon Press.
- Evans-Pritchard, E.E. (1969). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. UK: Oxford University Press.
- Fetterman, D. M. (1989). *Ethnography: Step by Step*. New Delhi: Sage Publication.
- Gassah, L.S. (1984). *Garo Hills: Land and People*. New Delhi: Omsons Publications.
- Haimendorf, C.V.F. (1962). *The Apatanis and their Neighbours*. London: Routledge and Kegan Paul.
- Hockings, Paul (1997). *Blue Mountains Revisited: Cultural Studies of the Nilgiri Hills*. New Delhi: Oxford University Press.
- Howell, N. (1991) Surviving Fieldwork. *Anthropology News*. 32 (2): 34
- Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. , New Delhi: Sage Publication.
- Marcus, G.E. (2008). How short can Fieldwork be?. *Social Anthropology*. 15 (3): 353-357.
- Ponette, P. (ed.). (1978). *The Munda World: Hoffmann Commemoration Volume*. Ranchi.
- Rivers, W. H. R. (1906). *The Todas*. London: Mcmillan and Company.
- Salamone, F.A. (1979). Epistemological Implications of Fieldwork and Their Consequences. *American Anthropologist*. 81: 46-60
- Srinivas, M.N. (2004). *Fieldworker and the Field*. New Delhi: Oxford University Press.
- Theunissen, Steven (2003). *The Maori of New Zealand*. New York: Times Media Pvt. Ltd.
- Resnik, D.B. (2011). What is Ethics in Research & Why is it Important?. National Institute of Environmental Health Sciences.
- <http://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- SCCZ_UG_Anthropology_Syllabi_(RGUsyllabi-enriched)

BANT 508: Human Evolution and Human Growth

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- Understand the meaning, aim and scope of palaeoanthropology, and identify its problems.
- Discuss the Palaeo-environment of Cenozoic era and describe the fossil records of early hominoids across geological age.
- Describe features and phylogenetic position of Neanderthal and archaic/modern *Homo sapiens* and also to discuss the different theories of human origin/evolution.
- Explain the concept of human growth and development and to identify the different stages of human growth.
- Equipped with the different methods of studying human growth and development.

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Palaeoanthropology (4 hours): Meaning, aim and scope of Palaeoanthropology; problems in Palaeoanthropology; Palaeo-environment of Cenozoic era.

Unit 2: Fossil Record of Early Hominoids (8 hours): Oligocene Fossil Hominoids (*Apidium*, *Propliopithecus* and *Aegyptopithecus*); Miocene Fossil Hominoids (*Proconsul Dryopithecus*, *Sivapithecus-Ramapithecus*).

Unit 3: Fossil record of pre-sapiens (6 hours): Earlier forms of Australopiths; characteristics and phylogenetic position of *Australopithecus* (*africanus*, *boisei*, *robustus*); and *Homo erectus*.

Unit 4: (5 hours) Characteristics and phylogenetic position of Neanderthal man and Archaic *Homo sapiens*/modern *Homo sapiens*; theories of human origin: Multiregional theory, Out of Africa theory, Partial Replacement theory.

Unit 5: (6 hours) Concept of Human Growth and Development; different stages of human growth (Prenatal and Postnatal); methods of studying human growth: longitudinal, semi longitudinal, and cross-sectional.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended readings:

Bae, C.J. (2013). Archaic *Homo sapiens*. *Nature Education Knowledge*, 4(8), 4.

Barry, B. (1999). *Patterns of Human Growth*. Cambridge: Cambridge University Press.

Buettner-Janusch, J. (1965). *Origins of Man*. New Delhi: Wiley Eastern Pvt. Ltd.

Cameron, N. (2002). *Human Growth and Development*. St. Louis: Academic Press.

Ciochon, R.L. (2011). *Introduction to Physical Anthropology* (13th Ed.). Belmont: Wadsworth Cengage Learning.

Constantino, P.J. (2013). The Robust Australopiths. *Nature Education Knowledge*, 4(1), 1.

Das, B.M. (2010). *Outlines of Physical Anthropology*. New Delhi: Kitab Mahal.

Haviland, W.A., Prins, H.E.L., Walrath, D. and McBride, B. (2011). *Anthropology: The human Challenge* (13th Ed.). Belmont: Wadsworth Cengage Learning.

Jurmain, R., Kilgore, L. and Trevathan, W. (2010). *Essentials of Physical Anthropology* (8th Ed.). Belmont: Wadsworth Cengage Learning.

McNulty, K.P. (2016). Hominin Taxonomy and Phylogeny: What's in A Name?. *Nature Education Knowledge*, 7(1), 2.

Monnier, G. (2012). Neanderthal Behaviour. *Nature Education Knowledge*, 3(10), 11.

Oyewale, A.A., Ojo, S.A., Adebisi, S.S., and Danborn, S.B. (2010). The Study of Anthropometric Variables on Growth and Development of School Children in Zaria, Nigeria. *Asian Journal of Medical Sciences*. 2 (4): 185-189.

Shukla, B.R.K. and Rastogi, S. (2002). *Physical Anthropology and Human Genetics: An introduction*. Delhi: Palaka Prakashan.

- Sinha, N.K., Das, S., Bose, K., and Nandi, D.K. (2010). A Longitudinal Study of Weight among Lodha and Non-Lodha infants and young children of Lodhasuli, West Bengal, India. *Antrocom Online Journal of Anthropology*. 6 (2): 135-140
- Stanford, C., Allen, S.J., and Antón, S.C. (2013). *Biological Anthropology: The Natural History of Mankind* (3rd Ed.). New York: Pearson.
- Stein, P. and Rowe, B.M. (2010). *Physical Anthropology* (10th Ed.). New York: McGraw Hill Book Co.
- Van Arsdale, A.P. (2013). Homo erectus: A Bigger, Smarter, Faster Hominin Lineage. *Nature Education Knowledge*, 4(1), 2.

SEMESTER - VI
BANT 609: Indian Prehistory

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the chronology and reconstruct Palaeolithic, Mesolithic, and Neolithic culture of India with special reference to Sohan, Bhimbetka, and Burzahom respectively.
- b. Describe the features and chronology of Indus Valley Civilization and its decline.
- c. Familiarise with the archaeology of Northeast Indian states.

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Indian Palaeolithic (5 hours): Chronology and Reconstruction of Indian Palaeolithic lifestyle of Indian subcontinent. Sohan Culture.

Unit 2: Indian Mesolithic (5 hours): Chronology and Reconstruction of Indian Mesolithic. Bhimbetka.

Unit 3: Indian Neolithic (5 hours): Chronology of Indian Neolithic. Emergence of agriculture. Burzahom.

Unit 4: Indus Valley Civilization (4 hours): Chronology. Harappa. Mohenjodaro. Prehistoric Trade. Decline.

Unit 5: Archaeology of Northeast India (4 hours): Archaeology of Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura. Archaeology of Arunachal Pradesh. Megalithic Traditions in Northeast India.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended readings:

- Allchin, B. and Allchin, R. (1982). *The Rise of Civilization in India and Pakistan*. Cambridge.
- Ashraf, A. A. (1990). *Prehistory of Arunachal Pradesh*. Itanagar: Directorate of Research.
- Bhattacharya, D.K. (1989). *An Outline of Indian Prehistory*. New Delhi: Palaka Prakashan.
- Bhattacharya, D.K. (1997). *Prehistoric Archaeology*. New Delhi: Palaka Prakashan.
- Burkitt, M.C. (1963). *Old Stone Age: A Study of Palaeolithic Times*. New York: Anthenum.
- Dikshit, K.N. and Hazarika, M. (2011-12). The Neolithic Cultures of Northeast India and Adjoining Regions: A Comparative Study. *Journal of Indian Ocean Archaeology*. No: 7&8: 98-148.
- Habib, Irfan (2002). *The Indus Valley Civilization*. New Delhi: Tulika Books.
- Hayes-Bohanan, P. (2011). *Prehistoric Cultures*. Sage Publications, Inc.
- Sharma, Dhritiman (2012). *Glimpses of Northeast India Archaeology*. Guwahati: Eastern Book House.
- Sharma, Dhritiman (2014). *Karbi Culture and Megaliths*. Guwahati: Spectrum Publications.
- Sharma, Dhritiman (2014). *Khasi and Jaintia Megaliths and Culture*. Guwahati: Spectrum Publications.
- Tage, Tada (2012). *Archaeological Heritage of Arunachal Pradesh*. Itanagar: Directorate of Research.

BANT 610: Human Genetics and Human Variation

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Explain the meaning, scope, history, and relevance of human genetics.
- b. Equipped with the methods of studying human genetics (twin study, family study, and sib pair study).
- c. Describe cell structure, cell division, structure and function of DNA, concept of gene and chromosome.
- d. Describe principles and patterns of inheritance, chromosomal aberration and its types.
- e. Understand the definition and concept of population, mating patterns, and the forces responsible for changing of gene frequency.
- f. Equipped with recent molecular approaches of studying human diversity with special reference to Indian ethnic groups.

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Human Genetics (6 hours): Definition, scope, and historical development of Human Genetics; relevance of Human Genetic in Anthropology; methods of studying Human Genetics (twin study, family study and sib pair study).

Unit 2: Human Cytology (6 hours): Cell structure; cell division; structure and function of DNA; concept of gene and chromosome.

Unit 3: Patterns of Inheritance (8 hours): Mendel's principles of inheritance; autosomal dominant, autosomal recessive, X-linked dominant, X-linked recessive.

Unit 4: Chromosomal aberration (10 hours): numerical abnormalities with special reference to the etiology and clinical features of Down's, Turner's and Klinefelter's Syndrome; Structural Abnormalities: brief introduction to translocation, deletion, insertion, inversion, duplication. Ring-chromosome, isochromosome.

Unit 5: Bio-demography (10 hours): Definition and concept of population, definition and calculation of allele frequency (ABO and MN blood group), mating systems - random and assortative mating, evolutionary forces that bring changes in allele frequency, introductory ideas about recent approaches in studying Indian ethnic diversity using molecular data.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended readings:

Chakraborty, S. (2010). Genetic Analysis on Frequency of Alleles for Rh and ABO Blood Group Systems in the Barak Valley Populations of Assam. *Notulae Scientia Biologicae*. 2 (2): 31-34.

Crawford, M.H. (2007). *Anthropological Genetics: Theory, Methods, and Applications*. UK: Cambridge University Press.

Das, B.M. (2010). *Outlines of Physical Anthropology*. New Delhi: Kitab Mahal.

Harlt, D. and Clark, A.G. (1997). *Principles of Population Genetics*. Massachusetts: Sinauer Associates Inc. Publishers.

Hedrick, P.W. (2011). *Genetics of Populations* (4th Ed.). Massachusetts: Jones and Bartlett Publishers.

Jurmain, R., Kilgore, L. And Trevathan, W. (2010). *Essentials of Physical Anthropology* (8th Ed.). Belmont: Wadsworth Cengage Learning.

Kumar, V., Reddy, A.N.S., Babu, J.P., Rao, T.N., Langstieh, B.T., Thangaraj, K., Reddy, A.G., Singh, L. and Reddy, B.M. (2007). Y-Chromosome evidence suggests a common paternal heritage of Austro-Asiatic populations. *BMC Evolutionary Biology*. 7 (47): 1-14.

Laird, N.M. and Lange, C. (2011). *Principles of Inheritance: Mendel's Laws and Genetic Models*. In: The Fundamentals of Modern Statistical Genetics: Statistics for Biology and Health. Springer Science & Business Media, LLC.

Mange, E.J. and Mange, A.P. (1999). *Basic Human Genetics* (2nd Ed.). Massachusetts: Sinauer Associates Inc. Publishers.

- Michael, C. (2009). *Human Genetics*. Belmont: Cengage Learning.
- Relethford, J.H. (2012). *Human Population Genetics*. New York: John Wiley and Sons.
- Singh, S.J. and Singh, H.V. (2007). A Genetic Study on the Purum (Chothe)Tribe of Manipur. *Anthropologist*. 9 (2): 161-162.
- Stanford. C., Allen, S.J. and Antón, S.C. (2013). *Biological Anthropology: The Natural History of Mankind* (3rd Ed.). New York: Pearson.
- Stein, P. and Rowe, B.M. (2010). *Physical Anthropology* (10th Ed.). New York: McGraw Hill Book Co.

BANT 611: Indian Anthropology

Marks: 80 (ESE) + 20 (CIA) = 100

Objectives: Having studied this paper, a student will be able to:

- a. Understand the origin and growth of Anthropology in India from colonial period to the present.
- b. Describe the various processes of social change and social mobility in Indian societies.
- c. Understand the geographic, economic, linguistic, and demographic distribution of Indian tribes.
- d. Explain the meaning of caste system in India and to know the constitutional provisions for Scheduled Castes/Tribes.
- e. Enumerate the contribution of Indian anthropologists and understand the anthropology of Northeast India with special reference to Arunachal Pradesh.

Unit 0: Baseline Analysis (2 hours): Introduction of basic concepts, objectives, and goal setting.

Unit 1: Origin and Growth of Anthropology in India (3 hours): Colonial Period and Post Colonial Period till present.

Unit 2: Processes of social change and social mobility (10 hours): Sanskritization, Westernization, Tribalization, Detribalization, Industrialization, Urbanization. Tribe-caste continuum. Great and Little Traditions, Universalization, and Parochialization.

Unit 3: Distribution of Indian Tribes (4 hours): Geographic, Economic, Linguistic, and Demographic.

Unit 4: (6 hours) Caste System in India. Constitutional safeguards for Scheduled Castes and Scheduled Tribes.

Unit 5: Indian Anthropologists (8 hours): S.S. Sarkar, B.M. Das, S.C. Roy, Verrier Elwin, Surajit Sinha, N.K. Bose, D.N. Majumdar: Anthropology of Northeast India with special reference to Arunachal Pradesh.

Unit 100: Advanced skills (2 hours): Revision of concepts, journal/magazine reviews, and assignments/projects.

Recommended Readings

- Danda, A.K. (1995). *Foundation of Anthropology: India*. New Delhi: Inter-India Publications.
- Danda, A.K. and Danda, D. (2010). *Anthropology in India: Current Epistemology and Future Challenges*. Kolkata: INCAA.
- Danda, A.K., Basa, K.K., and Mishra, K.K. (2012). *Plural Nature of Anthropology*. Kolkata: INCAA.
- Das, Veena (2003). *Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Dube, S.C. (1955). *Indian Village*. London: Routledge and Kegan Paul.
- Dube, S.C. (1962). *India's Changing Village*. Bombay: Allied.
- Gupta, D. (Ed.). (1993). *Social Stratification*. Delhi: Oxford University Press.
- Hutton J.H. (1963). *Caste in India: Its Nature, Function and Origin*. Bombay: Oxford University Press.
- Jodhka, S. (2012). *Caste*. New Delhi: Oxford University Press.
- Sinha, S. (1956). *Tribe Caste and Tribe Peasant Continuum in Central India*, 45(1), 57-83.
- SCCZ_UG_Anthropology_Syllabi_(RGU_syllabi-enriched)

Srinivas, M.N. (1995). *Social Change in Modern India*. Hyderabad: Orient Longman.

Uberoi, P., Deshpande, S., and Sundar, N. (2008). *Anthropology in the East*. Chicago: University of Chicago Press.

Vidyarthi, L.P. (1985). *Tribal Culture in India*. New Delhi: Concept Publishing Company.

BANT 612: Fieldwork and Report Writing and Practical

Marks: **20** (Presentation) + **20** (Viva Voice) + **40** (Report Writing) = **100**

Objectives: *Having undertaken this fieldwork, a student will be able to conduct field survey by using different conventional research methods and other essential field techniques.*

Each student is required to undertake 14 days fieldwork within India/Northeast India/Arunachal Pradesh. He/she will be allotted a topic and accompanied by his his/her supervisor. This will be done on the basis of micro studies. Each student shall prepare a field report based on the data collected from the field. Report has to be submitted and placed before the examiners for evaluation 1 (one) month before the commencement of the final university examination.

Please Note Well:

The B. A. (Anthropology) Syllabus given above is essentially as per the BUGS of Rajiv Gandhi University, Itanagar, under which SCCZ is a permanently affiliated undergraduate school. However, for the purposes of meeting the needs of the Claretines and to give them an edge at excellence, the syllabus has been enhanced by adding Unit 0 and Unit 100, besides providing a more detailed references with additional listing of books and journal articles. The responsibility for and the rights regarding the enrichment of the syllabus rests with Saint Claret College, Ziro.

~ Principal