

**South Asian Paleoanthropology**  
**ANT 4340, Spring Semester**  
**SYLLABUS & STATEMENT OF COURSE POLICY**

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**ANT 4340 Paleoanthropology of South Asia/(3). Spring.**

This class will focus on the archaeological record of prehistoric peoples in India, Pakistan, and Sri Lanka. Beginning with an exploration of the earliest known record of human occupation in the Pleistocene, we will move through different chrono-cultural contexts, examining diverse lifestyles of prehistoric peoples, and exploring the intersections between ecology, settlement, subsistence, and health. The class focuses primarily on human skeletal remains as a source of archaeological evidence and we will often use an adaptationist perspective to understand developments in Indian prehistory. Attention will also be paid to the archaeological, geological, and paleoclimatic evidence and the history of archaeology in India, beginning with the British colonial period. (ALTERNATE YEARS) (WRITING; SPEAKING; MULTICULTURAL).

**Required texts:**

1. Kennedy, KAR (2000) *God-Apes and Fossil Men: Paleoanthropology in South Asia*. Ann Arbor: University of Michigan Press.
2. Chakrabarti, D.K. (1999) *India: An Archaeological History: paleolithic Beginnings to Early Historic Foundations*. Delhi: Oxford india Publishing Co.

**Grading:** Your grade will be based on: Midterm, Final Exam, and 1 Term Paper (10-15 pgs) and Presentation.

(1) TERM PAPER (100 points). Each student will turn in one essay at the end of the term during final's week. This paper should focus in great depth on one of the topics covered during the term. I will accept topics that were not covered specifically during the course of the term, as long as you discuss the topic with me and receive prior permission. The topic must be relevant to the course in general. If you have any questions about possible topics or about reading materials, citations, etc. you may send email, come and see me during office hours, or make an appointment with me.

Students must choose their topics by the end of Week 3, submit a summary page of the main issues to be covered by the end of Week 6, and a working bibliography by the end of Week 10. These deadlines simply assure me that you will not wait until the last minute to start working on the papers as I would like you to have time to really put some thought into your topic. The paper should be a minimum length of 10 concise pages, maximum 15 pages, double spaced, 11 font, Times New Roman, with regular 1" margins. You should use a minimum of 5 books and articles as sources for the paper, plus tie in lectures and assigned class readings. Please see me if you are having trouble finding suitable reference materials or if you have trouble finding alternative perspectives on your topic. You will be graded on the style as well as the content of your paper so please take time to edit.

(2) CLASS PRESENTATIONS (100 points). During the first week of class, each student will sign up for 2 weeks in which they will be responsible for presenting a lecture based on the reading for that week. Students will prepare a one hour lecture for Tuesday's class. Please do not use powerpoint unless you plan to present pictures. Basically you will organize your lecture based on the reading for the week and present the highlights of that reading to the class. If you do not attend your scheduled week you will not receive credit. There will not be any make-ups for this assignment.

(3) CRITICAL ANALYSIS OF RESEARCH (150 points). Each week on Thursday, we will have a group discussion based on student research on the week's topic. You will pick one topic covered during the course reading or lecture on Tuesday and you will find a research article on that topic (a specific archaeological site, a specific problem in bioarchaeology, etc). We will go around in a circle and discuss the article each student read. Each student will turn in a summary of the article and a critique. These are due in class on Thursday and will not be accepted late.

While attendance is not recorded, and therefore not mandatory in that sense, it will have an impact on your final grade. You will need to include material from the class lecture notes and discussions in your final term paper and these topics will be covered in exams. Thus, while attendance is not mandatory it will negatively impact your grade if you do not regularly make it to class.

**GRADING:** Your *Final Class Grade* will be calculated using the following system:

Term Paper:	100
Critical Analyses	150
<u>Presentations:</u>	<u>100</u>
Final score	350

**Make-up Policy:** There will be no make-up assignments or exams without a valid written excuse. Please make every effort to attend class on the day of your critical evaluation paper presentations. The entire class will benefit from the discussion of the papers so it is very important to all of us that you attend. If you have a documented disability that prevents you from public speaking, please notify me in advance so that I can assist you in coming up with alternative forms of presenting. Exams will be made up as a written in-class essay to be taken during finals week.

**Office Hours:** I encourage students to meet with me. I feel that professor-student contact and communication are very important. Please come see me to talk about any questions you might have about reading or lecture material, to discuss plans/questions you might have about becoming an anthropology major/graduate student, to discuss independent study opportunities, or to evaluate ideas you might have about research in biological anthropology.

**Attendance Policy:** In order to perform well in this course, it is critical that you attend class. Indeed, it has been demonstrated in numerous assessments that class attendance is the most influential factor in a student's academic performance. Classes should only be missed for reasons beyond your control such as illness, family emergencies, or participation in College-sanctioned activities or programs.

**Cheating and Academic Honesty:** I hope that this will not be an issue in this class. Cheating, plagiarism, or fabrication are acts of academic dishonesty and will absolutely not be tolerated. Members of the college community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data or work of another as one's own, or to cheat on an examination corrupts the essential process of learning. Quite simply, anyone caught cheating or engaged in any form of academic dishonesty will fail the course.

**Discrimination:** I am committed to encouraging a caring and supportive atmosphere on campus and of promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class for any reason. Please let me know as soon as possible if you feel that you have been treated unjustly; I will evaluate the situation and take appropriate action.

**Physical or Learning Disabilities:** If you have a disability that inhibits learning or test taking under customary circumstances, please let me know. I will make any reasonable adjustments necessary to improve the learning environment. In addition, you may be eligible for accommodations through Disability Services.

**TENTATIVE COURSE OUTLINE AND SCHEDULE**

Please note that there is *flexibility* (!) in this schedule and there may occasionally be some minor changes as I choose to include spontaneous class discussion, videos, etc.

Wk	Date	Class Discussion Topic	Readings
1	1/12-14	The Indian Context: <i>Geography, and Climatic Context</i>	Wolpert Ch 1; Kennedy 1-10
2	1/19-21	<i>Geology and Paleoclimate Studies</i>	Chakrabarti 20-30; Allchin Ch 2
3	1/26-28	Miocene Hominoids: Environments, Adaptations, and Evolution	Kennedy 86-120
4	2/2-4	Paleontology, Archaeology, Colonialism	Chakrabarti 4-19; Kennedy 11-85
5	2/9-11	Paleolithic Perspectives and the Enigma of Pleistocene Hominins in India	Chakrabarti 41-90; Kennedy 121-188
6	2/16-18	Narmada Hominin	DeLumley and Sonakia 1985; Kennedy and Chiment 1991; Kennedy 1994
7	2/23-25	Early Holocene Chrono-cultural Context	Chakrabarti 91-116; Kennedy 189-200
8	3/2-4	Adaptations of Mesolithic Hunters and Foragers on the Gangetic Plains	Kennedy 200-241
9	SPRING BREAK		
10	3/16-18	Sri Lanka	Deraniyagala 1991; Kennedy et al 1989
11	3/23-25	Pre-Harappan Farmers and Pastoralists of the Indus Valley (Mehrgarh)	Chakrabarti 117-150; Kennedy 242-289
12	3/30-4/1	The Harappan Civilization: Overview and Current Problems	Chakrabarti 151-204; Kennedy 290-325
13	4/6 holiday 4/8	Bioarchaeology of Harappan Civilization	Kenoyer 1998 Ch 1; Possehl 2002 Ch 14
14	4/13-15	Deccan Chalcolithic	Chakrabarti 205-261; Kennedy 308-325
15	4/20-22	Deccan Chalcolithic: current research	Lukacs 2007; Robbins
16	4/27	Megaliths and Race in Anthropology	Chakrabarti 31-40; Kennedy 326-386
16	5/3	Papers due in my box Monday, May 3, by 5 PM	

Supplementary Sources for South Asian Archaeology (Please see me for supplementary sources or ideas about articles and books on bioarchaeology in South Asia):

- Agrawal, DP (1982) *The Archaeology of India*. London: Curzon Press.
- Agrawal, DP and Chakrabarti, DK (1979) *Essays in Indian Prehistory*. Delhi: BR Publishing Co.
- Agrawal, DP and Ghosh, A. (1973) *Radiocarbon and Indian Archaeology*. Bombay: Tata Institute of Fundamental Research
- Agrawal, DP and Pande, BM (1977) *Ecology and Archaeology of Western India*. Delhi: Concept Publishing Co.
- Allchin, B (1994) *Living Traditions: Studies in the Ethnoarchaeology of South Asia*. New Delhi: Oxford IBH.
- Allchin, B. (1981) *South Asian Archaeology 1981*. Cambridge: Cambridge University Press.
- Allchin, B and Allchin, FR (1982) *The Rise of Civilization in India and Pakistan*. Cambridge World Archaeological Series. Cambridge: Cambridge University Press.
- Battacharya, SC, Misra VD, Pandey JN, and Pal JN (2000) *Peeping through the past: the GR Sharma Memorial Volume*. Allahabad University: Department of Ancient History, Culture, and Archaeology.
- Dhavalikar (1987) *Toward an Ecological Model for Chalcolithic Cultures of Central and Western India*. *Journal of Anthropological Archaeology* 3: 133-158.
- Gail, AJ and Mevissen, GJR (1993) *South Asian Archaeology 1991*. Stuttgart: Franz Steiner Verlag.
- Jerrige, C. (1992) *South Asian Archaeology 1989*. (Monographs in World Archaeology no. 14). Madison: Prehistory Press.
- Kennedy, KAR and Possehl, GL (1976) *Ecological Backgrounds of South Asian Prehistory*. *South Asia Occasional Papers, Cornell University*, no. 4.
- Kenoyer, M (1991) *The Indus Valley Tradition of Pakistan and Western India*. *Journal of World Prehistory* 5 (4): 331-385.
- Kenoyer, M (1994) *From Sumer to Meluhha*. *Wisconsin Archaeological Reports* 3. Madison: University of Wisconsin.
- Kenoyer, M (1989) *Old Problems and New Perspectives in the Archaeology of South Asia*. *Wisconsin Archaeological Reports* 2. Madison: University of Wisconsin.
- Lal, H. and Gupta, S. (1984) *Frontiers of the Indus Civilization*. New Delhi: Books and Books.
- Meadow, RH (1991) *Harappa Excavations 1986-1990*. Monographs in World Archaeology, no. 2. Madison: Prehistory Press.
- Possehl, GL. (1982) *Harappan Civilization: A Contemporary Perspective*. New Delhi: Oxford IBH.
- Possehl, GL 1990 *Revolution in the urban revolution: the emergence of Indus urbanization*. *Annual Review of Anthropology*, 19: 261-82.

- Possehl, GL 1993 *Harappan Civilization: A recent perspective* 2nd revised edition. Delhi: Oxford & IBH and the American Institute of Indian Studies: 595 pp., edited
- Possehl, GI and Rissman, PC (1992) *The Chronology of Prehistoric India from Earliest Times to the Iron Age*. IN RW Ehrich (ed.) *Chronologies in Old World Archaeology*, vol. 1: 465-490. and vol 2: 447-474.
- Sankalia, HD (1974) *Prehistory and Protohistory of India and Pakistan*. Poona: DCPGRI.
- Weber, SA (1991) *Plants and Harappan Subsistence: An Example of Stability and Change from Rojdi*. New Delhi: Oxford and IBH Publishers.
- Wolpert, Stanley (2003). *A New History of India* (5<sup>th</sup> edition). Oxford: Oxford University Press. (Chapter 1: the ecological setting; pgs 3-13)