Syllabus subject to change according to 2021 COVID-19 Protocol

HIMALAYAN MYTH & REALITY: ETHNOGRAPHY & ETHNO HISTORICAL ARCHAEOLOGY IN THE HIMALAYAS, INDIA

Course ID: ARCH 380D
July 19-August 18, 2021
Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)
School of Record: Connecticut College

FIELD SCHOOL DIRECTORS:

Dr. Sonali Gupta-agarwal, Research Associate, Cotsen Institute of Archaeology & Director of the Himalayan Institute of Heritage Studies (sonaliga@g.ucla.edu)

Dr. Parth Chauhan, Assistant Professor, IISER, Mohali, Punjab, India (parth73@gmail.com)

Students in this program will interact with human subjects and therefore, their name needs to be added in time to the IRB application completed by the Director of the Program

INTRODUCTION

Historical archaeology studies material culture with the aid of historical records. Written records contextualize materiality but may or may not corroborate archaeological evidence. In this field school, students will explore how historical records – monuments, inscription and texts – interact with mythologies to assess the relationship between reality and cultural narratives. Students will explore these complex and entangled relationships at the Kullu Valley, a rich cultural heritage region at the heart of the Himalayas. Questions of historical "truth", ideological interpretation and human agency will all be evaluated to understand how myths are created, sustained and propagate.

The Kullu Valley lies in the hill state of Himachal Pradesh. It is rich in archaeological heritage and historical records relating to sites of temple and sacred landscapes. The valley is a focal point for many ancient Himalayan myths. As texts were frequently revised and chronologically problematic, an assessment of myths, their evolution and relation to historical events cannot be done on the basis of textual sources alone. There is an absence of early historic excavated sites in the valley, therefore, a historical archaeology and visual anthropological approach is useful for the study of religious art, architecture and oral traditions within the context of landscape.

The research methods will focus on myths in the Kullu Valley and their relationship to sacred architecture, space and rituals. Students will examine these changing relationships across long time horizons and attempt to decipher how contemporary myths and physical structures interact in the lives of contemporary people in the valley. This study will allow students to examine the processes of continuity and change.

Limited anthropological or archaeological work has been conducted in the area to date. The 2020 field season, the second stage of the Himalaya Myth & Reality Project will employ non-invasive historical, archaeological and anthropological techniques – including film making. We will build on the database created by the 2018 season by exploring new temple complexes in the valley. Please note: This is not a field archaeology program. There will not be no survey or excavation in this field school.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: http://bit.ly/2hvurkl.

COURSE OBJECTIVES

This project aims to train students with various methods used in Historical Archaeology, Cultural and Visual Anthropology

- Students will closely examine architecture, decorative motifs, compositions, inscriptions and sculptures at different sites to aid in understanding the representations of myths and their metaphors derived from textual resources. Students will use ground plans and collect specific data relating to architecture and motifs. *How?* Reading of translated texts and visit to sites to focus on details which will allow a better understanding of architectural elements and their chronological interplay within individual temple complexes. Wood carving will be offered for students to gain first hand and authentic understanding of construction methods, challenges and manifestation of architectural and religious motifs.
- Students will digitally analyze the layout of both archaeological and secular sites within the landscape of the Kullu Valley, using Google Earth, Google sketch up, GPS and a DJI- Mavic Pro Quadcopter. *How?* Site visits to various temple sites to document and map using some or all of the above technologies.

- Students will learn the use of ethnographic interview and observation methods to engage with archaeological questions. Students will document visuals and rituals including trance rituals related to shamans and priests in local temples and sanctuaries.
  How? Observation of rituals and customs at temples and religious sanctuaries and interviews using video footage and voice recorders reflecting both on participating (*emic*) and non participating (*etic*) methods.
- Students will learn how to interact with ethnoarchaeological and historical archaeology material. Using data collected in the field, students will use statistical packages – either GIS or stand-alone software such as SPSS – to better understand the relationships between Qualitative and quantitative data.

PREREQUISITES

Students need to give their names to the director to be added to the Human Subject Training Program (IRB) to be submitted by the directors. The names need to be added prior to the field school beginning date.

A background in Anthropology is preferred. There are no other prerequisites for this field school. This is hands-on, experiential learning and students will study on-site how to conduct field research. Field work involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that field work requires real, hard work – in the sun, and on your feet. The processions of local deities which are to be tracked by the students are often times unpredictable as to when they occur, therefore, the schedule may have to be adjusted at times to accommodate these local happenings in the villages around the area.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk in inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. Insuremytrip.com or Travelgurad.com are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this Wall Street Journal article about travel insurance that may help you with to help to decide whether to purchase such insurance.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

Field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. This program operates at a typical Himalayan environment in India. The location of the program is about 2,900 meters/9,500 feet above sea level. During the day, temperatures are between 50°-78°F. It usually rains in these parts

during the night. It is advisable to bring insect/mosquito repellent for the evenings. To respect local cultures and sensitivities, students will not be allowed to visit the temple or sanctuaries in shorts or tank tops. Students must be modestly dressed. Students may not enter temple precincts with material made of leather or wool. Students will not go near or swim in the Beas River due to its strong currents.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director.

LEARNING OUTCOMES

- Knowledge of translated Sanskrit texts and myths used for the purposes of the project.
- Anthropological field methods & Ethnographic & Ethnoarchaeological methods in particular.
- Fieldwork to understand the ethnographic manifestation of texts with heritage areas and material culture.
- Understanding of the principles of sacred architecture and sacred sanctuaries.
- Engraving of ancient motifs found in wood using tools used by ancient craftspeople.
- Using statistics for purposes of data analysis by converting qualitative into quantitative data.
- Digital analysis using Google Earth, GPS and mapping of heritage sites relating to the myths using DJI- Mavic Pro drone.
- Editing video footage to make a short film using basic editing software such as windows moviemaker or imovie.
- An understanding of heritage management and community interaction with ancient sites in semi-urban areas.
- Theories forming the basis of historical, landscape and anthropological archaeology.
- Basic Hindi conversation and writing

GRADING MATRIX

Field work participation	30 points
Short film & interviews	30 points
Paper	15 points
Digital analysis	10 points
Statistical analysis	10 points
Wood engraving	5 points
Total points	**100**

TRAVEL & MEETING POINT

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. Such time frame still allows the purchase deeply discounted airline tickets while protecting students from potential loss if airline ticket costs if we decide to cancel a program.

Please arrive to the Kullu-Manali airport (KUU) on July 20th, 2020. Program staff will meet arriving students at the airport, Students will then be driven to the housing facilities located at Jong Village, Katrain, approximately a 45- minute drive. Please wait at the airport until a project member comes for you.

If you missed your connection or your flight is delayed, call, text or email the project director

immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

Non-Indian citizens attending this program are required to enter India on a student visa.

Indian Student Visa may be obtained in the United States through Cox & Kings Global Services (in.ckgs.us), the Government of India official visa contractor. The site is challenging and data is updated as you go through the application process. Please be patient and follow the steps in the order presented on the page, from top to bottom.

U.S. citizens of Pakistani or Bangladeshi descent are subject to administrative processing and should expect additional delays when applying for Indian visas.

On reaching the field school site, the student has to register with the local police. The program director will facilitate this office visit. Please make sure that when you apply for the visa, you specifically apply for a visa less than 180 days. If you get a visa for more than 180 days, you will have to register with the Foreign Registration Office (FRRO).

Citizens of other countries are asked to check the Indian embassy website at their home country for any additional visa requirements.

ACCOMMODATIONS

The housing facilities are comfortable. The location is nestled in Naggar a beautiful town home to the famous Nicholas Roerich Trust. The property is bounded by Himalayan cedar and fruit trees. Students will be housed in dorm styled rooms where each room can accommodate four individuals. The floor has internet connectivity, a common kitchen with tea facility, a vast study and lecture area, fire pit, outside terraced area and hot water in the common bathrooms. Bedding will be provided.

Breakfast, lunch and dinner on work days will be served in the common dining area at designated hours. The cooks are equipped to cook a variety of food options both vegetarian and non-vegetarian, local and international cuisine and can easily accommodate vegans or lactose intolerant meals. The cooks would need to know dietary restrictions and preferences beforehand to accommodate diets. Beef is the only item which will **not be** provided.

Tuesdays being days off, students may order reasonably priced food at the facility. Laundry services are available at nominal cost. The local market and cafes are located at walking distance with beautiful hikes and trails nearby.

COURSE SCHEDULE

Course schedule is subject to change

On certain field work days, students will be taken around different sites to get an idea of the landscape and culture of the region.

All IFR field school begins with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review IFR harassment and discrimination policies and review of the student Code of Conduct.

Week	8:00	9:00-2:00	2:30-4:30	4:30-6:00 Lecture	6:00-6:30	6:30-7:30	8:00

Date							
20th July Monday		Pick up from airport	Lunch +Rest	Orientation	Rest		Dinner
21st July	Day off						
22nd July	Breakfast	Visit to the Manali, Hidimba, Ghatotkach Jagatsukh	Lunch +rest	Geology of the Himalayas	Basic Hindi conversation & writing	Study/work	Dinner
23rd July	Breakfast	Field work Dashaal, Nature walk Beas	Lunch +rest	Geology of the Himalayas & evolution of man Practical: Geology	Basic Hindi conversation & writing	Study/work	Dinner
24th July	Breakfast	Field work Gauri Shankar Castle Shanaalti Vishnu	Lunch +rest	Evolution of man	Basic Hindi conversation & writing	Study/work	Dinner
25th July	B	Roerich, Tripura Sundari, Narsingha	Lunch +rest	History of Indian Archaeology	Basic Hindi conversation & writing	Study/work	Dinner
26th July	B	Kailashan Devi	Lunch +rest	Colonialism, Caste and the Modern India	Basic Hindi conversation & writing	Study/work	Dinner
27th July	B	Field work Krishna, Arch site, Sheshnaag, Narsingha, Shanaag	Lunch +rest	History of Kullu and surrounding region	Basic Hindi conversation & writing	Study/work	Dinner
28th July	Day off						
29th July	Breakfast	Field work Divide teams, ground plans Trash exercise	Lunch +rest	Material culture in the archaeological context, evolution of writing & Historical Archaeology	Basic Hindi conversation & writing	Study/work	Dinner
30th July	Breakfast	Field work Documentation of stone and deities	Lunch +rest	• The Hindu deities • Research methods • Data collection & Statistics	Basic Hindi conversation & writing	Study/work	Dinner
31st July	Breakfast	Field work Documentation of stone and deities	Lunch +rest	• Myth or reality • Legends & Folk tales • Ramayana & Mahabharata • Symbolism • Qualitative Data collection & Statistics	Basic Hindi conversation & writing	*Study/work*	Dinner

1st Aug	Breakfast	Field work	Lunch +rest	• North Indian Classical Architecture & stone temples	Basic Hindi conversation & writing	Study/work	Dinner
2nd Aug	Breakfast	Field work	Lunch +rest	• Motifs and meaning	Basic Hindi conversation & writing	Study/work	Dinner
3rd Aug	Breakfast	Field work	Lunch +rest	• Himalayan Sacred & secular wood architecture • Archaeology & anthropology of memory	Basic Hindi conversation & writing	Guest Lecture (online) Erstwhile Royalty from a Himalayan state: Rupendra Pal on *Myths as a connection with the past in Royal families*	Dinner
4th Aug	<center>Day off</center>						
5TH Aug	Breakfast	Field work	Lunch +rest	• Space & objects/artifacts • Archaeology of Death	Basic conversation & writing	Study/work	Dinner
6th Aug	Breakfast	Field work *Local visit to religious sanctuary & Blatonia*	Lunch +rest	Anthropological Archaeology field methods: Ethnography & handling of video camera and ethnoarchaeology	Basic Hindi conversation & writing	Study/work	Dinner
7TH Aug	Breakfast	Field work	Lunch +rest	Visual anthropology & filming practical	Basic Hindi conversation & writing	*Study/work*	Dinner
8th Aug	Breakfast	*Field work*	Lunch +rest	Visual anthropology & filming practical	Basic Hindi conversation & writing	Study/work	Dinner
9th Aug	Breakfast	Field work	Lunch +rest	Himalayan Secular Architecture & Film editing	Basic Hindi conversation & writing	*Study/work*	Dinner
10th Aug	Breakfast	Visit to Rohtang pass /Drone application	Lunch +rest	Film editing & statistics practical	Basic Hindi conversation & writing	Study/work	Dinner

11th Aug	*Day off*						
12th Aug	Breakfast	*Field work & wood carving with Guest Craftsperson*	Lunch +rest	Film editing & statistics practical	Basic Hindi conversation & writing	Study/work	Dinner
13th Aug	Breakfast	Field work & *wood carving with Guest Craftsperson*	L Lunch +rest	Film editing & statistics article	Basic Hindi conversation & writing	Study/work	Dinner
14th Aug	Breakfast	Study/work *Field work & wood carving with Guest Craftsperson*	Lunch +rest	Digital Mapping *Practical:* Digital analysis	Basic Hindi conversation & writing	*Study/work Guest*	Dinner
15th Aug	Breakfast	Study/work	Lunch +rest	Study/work	Basic Hindi conversation & writing	Study/work Guest	Dinner
16th Aug	Breakfast	Study/work	Lunch +rest	Study/work	Basic Hindi conversation & writing	Study/work Guest	Dinner
17th August	Breakfast	Visit to Jana village & Kullu to see traditional secular architecture	Lunch +rest	Presentations			Dinner
Tues 18th Aug	Day off & fun stuff						
19th Aug	Drop off at airport						

EQUIPMENT LIST

Laptops and smartphone are important equipment for this field school. However, if you do not have one or both, please contact the field school directors so we can work out a solution. Lack of ownership of these items is not a hindrance for your participation in this field school.

1. Laptop with iMovie (for mac users) or MovieMaker (for window users)
2. Smartphones for voice recordings and video footage
3. Digital camera
4. SD card
5. Sunscreen
6. Non-leather shoes
7. Hat
8. Sun glasses
9. Insect repellent

10. Statistical Package for the Social Sciences (SPSS software student trial version-free)
11. Munsell viewer app
12. Altimeter app
13. GPS app
14. Google Earth

REQUIRED READINGS

The readings will be posted of a Dropbox shared folder with an access to all enrolled students.

Chakrabarti, Dilip
2001 *India-An Archaeological History: Paleolithic beginnings to Early Historic Foundations.* Oxford University Press, New Delhi (Chapters 1 & 7)

Dirk, Nicholas
2003 Castes of Mind: Colonialism and the making. Princeton University Press, Princeton

Hall, Martin, and Stephen W. Silliman
2006 *Historical archaeology.* Blackwell. Malden. MA. (chapters 1, 3, 4)

Handa, O.C
2015 *Kullu, Its early History, Archaeology and Architecture*. Pentagon Press, New Delhi (Chapter 1 & 2)

Lal, B.B
2013 *Historicity of the Mahabharata: Evidence of Literature, Art and Archaeology*. Aryan Books International. (Chapters 1,5,6 & 7)

RECOMMENDED READINGS

Berger, P
2012   Theory and ethnography in the modern anthropology of India. *Journal of Ethnographic theory 2(2):* 325-57

Bourdieu, P
1977 *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

Doniger, Wendy
2010 The Hindus: An Alternative History. Oxford University Press.

Freund, Richard
2009 Searching for Jesus in Galilee and Babylonia in *Digging through the Bible*. pp. 147-182. Rowman and Littlefield, Lanham MD.

Ganguli, K.M
1893 *Mahaprasthanika Parva*. *The Mahabharata*, Translation

Gupta, S. P.
1996   If only the court had examined the evidence. In Dasgupta, Swapan. *The Ayodhya Reference: Supreme Court Judgement and Commentaries*. Voice of India.

Handa, O.C

2009 Himalayan Traditional Architecture. Rupa & Co, New Delhi

Lal B.B
2008 Rama, His *Historicity*, *Mandir* and *Setu*: Evidence of Literature, Archaeology, and other Sciences. Aryan Books.

Patton, Laurie and Wendy Doniger
1996 *Myth and Method*. University of Virginia Press, 1996

Sinha, Amita
2011 *Landscapes in India: Forms and Meanings*. Asian Educational Services Press, New Delhi