Course Description

Southeast Asia is one of the world’s overlooked archaeological wonders. This course reviews the archaeology of Southeast Asia from the Pleistocene onward. As global interest grows in Asia and the entire Pacific Rim, so, too, has interest developed in the archaeological record of this region. In this course, we explore particularities of the Southeast Asian cultural sequence compared them with developments found elsewhere in the world. We examine four key changes through the developmental sequence: (1) the appearance of the first hominids, (2) the origins and timing of plant and animal domestication, (3) the timing and impact of early metallurgy in Southeast Asia, and (4) the emergence of sociopolitical complexity. We view these transitions in terms of general ecological adaptations, and frame our explanations of these transitions through a comparative archaeological perspective. We discuss methodological and theoretical issues germane to Southeast Asian archaeology, from uses of ethnographic analogy and historical records as data sources to applications of anthropological notions of ethnicity, culture change, and political economy to the archaeological record.

READING ASSIGNMENTS: We will use various articles and one synthetic volume: Charles Higham’s (2002) *Early Cultures of Mainland Southeast Asia* (River Books, Bangkok). Readings will be on reserve at Sinclair Library in hard copy and electronic format; full references are also provided in this syllabus in case you want to photocopy them directly from their source volumes.

COURSE REQUIREMENTS: Because this is a writing-intensive course, part of the learning process involves writing. Writing assignments are an integral part of this course and are designed to help students learn about the history and practice of Southeast Asian archaeology.

Undergraduate students are required to write two take-home essays (each of which will involve a first draft, instructor feedback and optional revised draft), make one (1) class presentation (which involves preparing written material for distribution to classmates), and attend class. To receive full credit, your class presentation essay must include 3-4 single-spaced pages of text, at least one page of illustrations (locational map, chronological chart, images of artifacts, etc) and a single “References cited” page at the end.

Graduate students must complete a series of article summaries (précis), make one (1) class presentation and complete the final exam. Students must satisfactorily complete the writing assignments in order to pass this course. I look forward to working with students on both the content and the style of written assignments.

Class attendance and active participation count in the grading process. This class only ‘works’ with the participation of its students! Students who participate and attend 90% of the class sessions get 15 points; those with 80% attendance get 10 points; those with 70% attendance get 5 points, while students who attend less than 70% of the class sessions get no credit. Absences will only be excused when documented by doctor’s notes or other methods.
Grades will be calculated according to the following system:

Total points for undergraduates

- Take-home mid-term and final essay exams (2 x 30 points/essay) 60 points
- Class presentation 25 points
- Class Attendance & Participation 15 points

TOTAL POINTS 100 POINTS

Total points for graduate students

- Class presentation 80 points
- Article Summaries and class participation (includes 6 précis @5 pts each) 30 points
- Final examination 40 points

TOTAL POINTS 150 POINTS

SPECIAL NOTES: Assignments must be submitted in a timely fashion. Students must hand in all take-home assignments on the due date listed in this syllabus, except in cases of a medical emergency. Barring such an emergency, 10% will be subtracted from the assignment each day after the due date. All assignments must be completed to receive a passing grade in the course.

GRADUATE STUDENT PRESENTATION: Each graduate student will select one topic on which to make a 45 minute-long presentation. The presentation must include the following components: (1) an oral presentation; (2) an accompanying PowerPoint presentation; (3) a 4-5 page hand-out that includes an essay (this cannot be a verbatim version of the oral presentation; (4) a detailed lecture outline; and (5) a CD containing files for 2-4. The presenter should also prepare a series of discussion questions to facilitate discussion.

Disability Access: Students with disabilities and related access needs are encouraged to contact the UHM KOKUA Program for information and services. Services are confidential and students are not charged for them. Contact KOKUA at (V/T) 956-7511 or (V/T) 956-7612 or kokua@hawaii.edu. KOKUA is located on the ground floor, room 013 of the Student Services Center.
ANTH 461  Southeast Asian Archaeology

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1(8/22)</td>
<td>Introduction Geography, Peoples, &amp; Cultures of Southeast Asia</td>
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<tr>
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<td>Video: Mekong (VHS 16825; ~25 min.)</td>
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<td>Readings: Bellwood and Glover 2004; Hanks 1972:16-43; Sponsel 1998 (grad students only)</td>
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<td>2 (8/29)</td>
<td>History and Theory in Southeast Asian Archaeology</td>
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<td>Video: Dr. H. Otley Beyer: an American Ifugao (VHS 12142; 20 min.)</td>
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<td>Video: Village of Jars (VHS 9413; 49 min.)</td>
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<td>Readings: Higham 2002:7-27; Miksic 1995 (grad students only)</td>
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<td>3 (9/5)</td>
<td>Pleistocene Southeast Asia</td>
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<td>Video: First Footsteps (VHS 5531; ~25 min.)</td>
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<td>Readings: Bellwood 1997:1-38; Walters 2002 (grad students only); optional: Rolland 2002</td>
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<td>4 (9/12)</td>
<td>Earliest Hominids in Southeast Asia</td>
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<td>Video: Tabon Caves (VHS 262; ~25 min.)</td>
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<td>Readings: Bellwood 1997:39-95; Morwood et al. 1999; Schepartz et al. 2000 (grad students only)</td>
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<td>5 (9/19)</td>
<td>Hoabinhian and Hunter-Gatherers in Southeast Asia</td>
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<td>Video: Spirits of the Yellow Leaf (VHS 11880; ~20 min.)</td>
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<td>6 (9/26)</td>
<td>Origins of Plant and Animal Domestication</td>
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<td>Video: Changing the Menu (VHS 5472; 45 min.)</td>
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<td></td>
<td>Readings: Bellwood 2005; Kealhofer 2003 (grad students only)</td>
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<td>7 (10/3)</td>
<td>Early Farming Communities in Southeast Asia</td>
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<td>What is the Southeast Asian &quot;Neolithic&quot;?</td>
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<td>Readings: Bellwood 1997:211-267; Higham 2002:56-111; White et al. 2004 (grad students only)</td>
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Assignment: Take-Home Exam #1 -- DUE THURSDAY 10/5 AT 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)
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8 (10/10)  Ethnicity, Migration, and Culture Change in Southeast Asia; Peopling of the Pacific
          Video: The Last Horizon (VHS 8377; 60 min.)

          Readings: Bentley et al. 2005; Blust 1995; van Dijk and Thorne 2002 (grad students only)

9 (10/17)  Metallurgy in Southeast Asia: Timing, Technology, and Impact
          Video: The New Cutting Edge (VHS 5768; 40 min.)

          Readings: Bellwood 1997:268-307; White 1988; O'Reilly 2000; White 1995 (grad students only)

10 (10/24) Between Tribes and States in Southeast Asia
          Readings: Higham 2002:113-227; Bellina and Glover 2004; Junker 2004; (grad students only)

          Optional UNDERGRADUATE Assignment: REVISED Take-Home Exam #1 – DUE WEDNESDAY 10/25 at 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)

11 (10/31) Models of Complexity and Southeast Asian Archaeology
          Video: Origins of India’s Hindu Civilization (VHS 7009; 22 min.)

          Readings: Higham 2002:229-197; Ray 2005; Stein 1998, Wolters 1999 (grad students only)

12 (11/7)  Early States in Insular Southeast Asia Indonesia
          Video: Ancient India (VHS 16863; 20 min.)
          Video: Timewatch: Borobodur (40 min.; Instructor’s copy)

          Readings: Bronson 1977; Miksic 2004; Christie 1995, Manguin 2004 (grad students only)

13 (11/14) Early States in Mainland Southeast Asia Part I: Malaysia and Thailand

          Readings: Indrawooth 2004; J. Allen 1998; Mudar 1999 (grad students only)

14 (11/21) Early States in Mainland Southeast Asia Part II: Burma and Vietnam
          Video: Spirit of Pagan (VHS 18785; 45 min.)

          Readings: Gutman and Hudson 2004, Southworth 2004; Allard 1998; Yang 2004 (grad students only)
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15 (11/28) Early States in Mainland Southeast Asia Part III: Cambodia
Video: Hidden Temples (VHS 19823; 40 min.)

Reading: Stark 1998; Stark 2004; Welch 1996; Stark and Bong 2001 (grad students only); optional: Stark 2001

Assignment: Take-Home Exam #2 -- DUE THURSDAY 11/30 AT 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)

16 (12/5) Piracy and Maritime Archaeology in Southeast Asia
Video: Sultan's Lost Treasure (VHS 19533)

Optional Assignment: REVISED Take-Home Exam #2 -- DUE THURSDAY 12/14 AT 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)
Reading List

Allard, F.

Allen, J.

Bellina, B. and I. Glover

Bellwood, P.


Bellwood, P. and I. Glover

Bentley, R. A., M. Pietrusewsky M. T. Douglas and T. C. Atkinson

Blust, R.

Bronson, B.

Christie, J. Wisseman

Feinman, Gary M.

Glover, I. C. and M. Yamagata
The University Museum and Art Gallery, the University of Hong Kong.

Gutman, P. and B. Hudson

Higham, C. F. W.


Indrawooth, P.

Junker, L. L.


Kealhofer, L.

Manguin, P. Y.

Miksic, J.

Morwood, J. J., F. Aziz, P. O’Sullivan, Nasruddin, D. R. Hobbs and A. Raza

Mudar, K. M.

O’Reilly, D. J. W.

Ray, H.
Rolland, N.  

Sather, C.  

Schepartz, L. A., S. Miller-Antonio, and D. Bakken  

Shoocondej, R.  

Soejono, R. P.  

Southworth, W. A.  

Sponsel, L. E.  

Stark, M. T.  

Stark, M. T.  

Stark, M. T.  

Stark, M. T. and Bong Sovath  

Stein, Gil  
Van Dijk, N. and A. Thorne

Walters, I.

Welch, D.

White, J. C.


White, J.C., D. Penny, L. Kealhofer, and B. Maloney

Wolters, O. W.

Yang, Bin
Guidelines for Writing Class Presentation Essays

This class involves several writing assignments, including two take-home exams and one 4-5 page essay to accompany your class presentation that you will distribute to the class. The following are several important points to keep in mind in writing all required essays for this course.

1. Create an outline before you begin to write. Compare and contrast ideas in the various readings, and organize your discussion thematically.

2. When beginning to write, have a clear introductory paragraph that lets the reader know what you are going to accomplish in the paper, and be sure to emphasize themes that cross-cut the week’s assigned readings.

3. Begin each paragraph with a topical sentence that lets the reader know what the content of the paragraph will refer to. Short and snappy topical sentences catch the reader's eye and provide a concise way of summarizing what is to come afterward.

4. Reread your work and edit it closely before handing in the final paper. Check for incomplete sentences and for awkward constructions. Sometimes reading your paper out loud to yourself is helpful. If you are not comfortable with your writing, talk to your teaching assistants or professors.

5. Cite your references correctly. Remember that all discussions of a person’s ideas or direct quotes from their work should include an in-text reference (e.g., Relethford 1994:254). At the end of the paper you should have a References Cited section with the full reference to the work, including the author, date, title, publisher, and publisher's location. See the following notes for the correct way to cite and reference publications.

Some notes on Citations

Properly citing sources used in essays is an essential writing skill and the foundation of good scholarship. A “References cited” section allows others to find these sources easily and also acknowledges others’ hard work. Failing to adequately cite other scholars’ ideas is a form of theft. There are several situations in which one needs to cite specific ideas or quotes, and examples of each situation are provided below.

Examples of direct quotes:

The late Pleistocene of Beringia may be characterized by, “two or more very distinct cultural groups” (Kunz and Reanier 1995:25.)

Example of a specific idea or concept:

The Upper Paleolithic assemblage from Jebel Humeima, southwest Jordan, in many ways reflects a Nunamiut “winter camp,” as described by Binford (1991:46-48.)

In other instances, specific reports, figures, general idea(s), or theoretical perspective(s), should be acknowledged. Depending on what is cited, the page number may, or may not, be required.

Reference to a specific report or figures:

Examples of extreme intra-site technotypological variability have also been noted at the central Negev site of Boker where distinct clusters of tools and debitage associated with the Early Ahmariian were observed, with as much as 90% of a particular tool class found within
a few square meters (Marks and Ferring 1988:60).

Reference to general ideas or theoretical perspectives:

Wiessner’s recent ethnographic work (1983, 1984) with South African hunter-gatherers has influenced how archaeologists identify and envision the concept of style.

As one of the architects of post-processual archaeology, many of Ian Hodder’s theoretical works (e.g., 1982, 1986) are both championed and criticized.

Remember to acknowledge specific ideas, phrases, or figures from readings in your essay. General knowledge does not need to be cited (e.g., Australopithecine skeletal remains are found only in Africa). When in doubt, however, acknowledge your source.

Conventions for “References Cited” section

List references in alphabetical order by author’s last name and include the following kinds of information: author(s), publication date, book chapter or article title, book or journal title, place of publication (if book), editor name (if edited book), page numbers (if chapter or journal article). Book and journal titles should be italicized.

Examples of journal bibliographic citations:

Bar-Yosef, O. and A. Belfer-Cohen

Wiessner, P.

Examples of book bibliographic citations:

Hodder, I.

Examples of book-section bibliographic citations:

Binford, L. R.

Coinman, N. and D. O. Henry

NB: you may use internet sources for images to illustrate your presentation, but do not use internet sources to write your essay; instead rely on published material in journals, books, and other hard-copy print sources.