Southeast Asian Archaeology
Fall 2015 TTh 10:30-11:45 a.m. MIL 1
* DRAFT SYLLABUS *

Instructor: Dr. Miriam Stark
Office Hours: Wednesdays: 1:30-3:00 p.m. and by appointment
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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. By the end of this course students will be able to:

1. Understand how archaeological research is undertaken to study the development of ancient societies in Southeast Asia;
2. Describe the basic historical sequence in Southeast Asia from the Pleistocene to c. AD 1400.
3. Characterize variability in the trajectories that mainland vs. island societies experience in transitions to food production and sociopolitical complexity.
4. Recognize key archaeological sites that contribute to our knowledge of human origins, food production, the origins of metallurgy, and the earliest urbanism in Southeast Asia;
5. Demonstrate information and literature search skills in conducting their background research for their class presentation;
6. Acquire basic abilities in critical thinking and reasoning as applied to Southeast Asian archaeological problems and issues.

READING ASSIGNMENTS: We will use various articles and two volumes: (1) Charles Higham’s (2002) Early Cultures of Mainland Southeast Asia (River Books, Bangkok) and (2) Peter Bellwood and Ian Glover’s (2004) Southeast Asia: from Prehistory to History (RoutledgeCurzon, paperback version). Readings will be available through our ANTH 461 Laulima website under the “Resources” link, and organized by week. 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 participation count in the grading process. 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; 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 exams x 30 points/exam) 60 points
- Class presentation (15 for oral presentation; 10 for written paper) 25 points
- Class attendance & participation 15 points

**TOTAL POINTS** 100 POINTS

**Total points for graduate students**

- Class presentation (50 for oral presentation; 30 for paper) 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. Barring emergencies, 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 30-45 minute presentation that includes: (1) an oral presentation; (2) an accompanying PowerPoint presentation; (3) a 4-5 page hand-out that includes an essay that is not a verbatim version of the oral presentation; (4) a detailed lecture outline; and (5) a CD containing files for 2-4.

**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 QLC Student Services Center; Monday – Friday 7:45 a.m. – 4:30 p.m.
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<th>Week</th>
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| 1 (8/24) | Introduction Geography, Peoples, & Cultures of Southeast Asia  
*Readings*: Stark 2015; Bellwood and Glover 2004 |
| 2 (8/31) | History and Theory in Southeast Asian Archaeology  
*Video*: Village of Jars (VHS 9413; 49 min.)  
*Readings*: Carter et al. 2014; Higham 2002:7-27; Shoocongdej 2007 (grad students only) |
| 3 (9/7) | Pleistocene Southeast Asia  
*Readings*: O'Connor and Bulbeck 2014; Brumm and Moore 2012; Louys and Meijaard 2010 (grad students only) |
| 4 (9/14) | Earliest Hominids in Southeast Asia  
*Video*: Tabon Caves (VHS 262; ~25 min.)  
*Readings*: Marwick 2009; Pawlik et al. 2014; Morwood et al. 1999; Shackelford and Demeter 2012; Mijares et al. 2010 (grad students only) |
| 5 (9/21) | Hoabinhian and Hunter-Gatherers in Southeast Asia  
*Video*: Spirits of the Yellow Leaf (VHS 11880; ~20 min.)  
| 6 (9/28) | Origins of Plant and Animal Domestication  
*Readings*: Bellwood 2005, Zhang and Hung 2010; Denham 2015; Kealhofer 2003; Szabo and O'Connor 2004 (grad students only) |
| 7 (10/5) | Early Farming Communities in Southeast Asia; What is the Southeast Asian "Neolithic"?  
*Readings*: Bellwood 1997:211-267; Higham 2002:82-111; Barker and Richards 2013; Barton 2012 (grad students only) |

**Assignment**: Take-Home Exam #1 -- DUE MONDAY 10/19 AT 2:00 PM TO INSTRUCTOR BY EMAIL

| 8 (10/12) | Ethnicity, Migration, and Culture Change in Southeast Asia; Peopling of the Pacific  
*Readings*: Bentley et al. 2005; Blust 1995; Carson et al. 2013 (grad students only) |
| 9 (10/19) | Metallurgy in Southeast Asia: Timing, Technology, and Impact  
*Readings*: O'Reilly 2001; White and Hamilton 2009; Eyre 2011 (grad students only) |
| 10 (10/26) | Between Tribes and States in Southeast Asia  
*Readings*: Higham 2002:113-227; Bellina and Glover 2004; Domett and Tayles 2006; Junker 2004 (grad students only) |

Optional UNDERGRADUATE Assignment: REVISED Take-Home Exam #1 – DUE MONDAY 10/26 at 2:00 PM TO INSTRUCTOR BY EMAIL
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| 11 (11/2) | Models of Complexity and Southeast Asian Archaeology  
*Readings:* Higham 2002:229-297; Ray 2005; *Wolters 1999* (grad students only) |
| 12 (11/9) | Early States in Insular Southeast Asia: Indonesia  
*Readings:* Bronson 1977; Miksic 2004; *Lape and Chao 2008*; *Manguin 2004* (grad students only) |
| 13 (11/16) | Early States in Mainland Southeast Asia Part I: Malaysia and Thailand  
*Readings:* Indrawooth 2004; *Allen 1998*; *Murphy 2013* (grad students only) |
| 14 (11/23) | Early States in Mainland Southeast Asia Part II: Burma and Vietnam  
(No Class 11/28/12: Thanksgiving)  
*Readings:* Gutman and Hudson 2004, Kim et al. 2010; Southworth 2004; *Allard 1998*; *Moore and San Win 2007*; Yang 2004 (grad students only) |
| 15 (11/30) | Early States in Mainland Southeast Asia Part III: Cambodia to Angkor  
*Readings:* Jacques and LaFond 2007; Stark 2004; *Hendrickson 2011*; *Lavy 2003*; (grad students only)  
**Assignment:** Take-Home Exam #2 -- DUE WEDNESDAY 12/3 AT 2:00 PM TO INSTRUCTOR BY EMAIL |
| 16 (12/7) | “Historical” Archaeology in Southeast Asia & the Early Modern Period  
*Readings:* Grave et al. 2000; Stark 2014  
**Optional Assignment:** REVISED Take-Home Exam #2 -- DUE MONDAY 12/14 by 2:00 PM TO INSTRUCTOR BY EMAIL |
ANTH 461 Reading List

Allard, F.  

Allen, J.  
1998 History, Archaeology, and the Question of Foreign Control in Early Historic-Period Peninsular Malaysia.  

Barker, G. And M. Richards  
2013 Foraging-Farming Transitions in Island Southeast Asia.  

Barton, H.  
*Quaternary International* 249 (2012): 96-104.

Bellina, B. and I. Glover  

Bellwood, P.  


Bellwood, P. and I. Glover  

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

Bird, Michael I., G. Hope and D. Taylor  
2004 Populating PEP II: The Dispersal of Humans and Agriculture through Austral-Asia and Oceania.  

Blust, R.  

Bronson, B.  
Brumm, A., and M. W. Moore

Carson, M. T., H-C Hung, G, Summerhayes & P. Bellwood

Carter, A. K., P. Heng, S. Heng, and K. Phon

Denham, T.

Domett, K. M. and N. Tayles

Eyre, C. O.
2011 Social Variation and Dynamics in Metal Age and Protohistoric Central Thailand: A Regional Perspective. *Asian Perspectives* 49(1): 43-84.

Grave, P. M. Barbetti, M. Hotchkis, and R. Bird

Gutman, P. and B. Hudson

Hendrickson, M.

Higham, C. F. W.

Indrawooth, P.

Jacques, C. and P. LaFond.
2007 Chapter 1, pp. 43-63 in *The Khmer Empire: Cities and Sanctuaries from the 5th to the 13th Century*. River Books, Bangkok.


Kealhofer, L.
2003 Looking into the Gap: Land Use and the Tropical Forests of Southern Thailand. 
Asian Perspectives 42(1):72-95.

Kim, Nam C, Van Toi, Lai, and Hiep, Trinh Hoang 

Krigbaum, J. 

Lape, P. and Chao C-Y. 
2008 Fortification as a Human Response to Late Holocene Climate Change in East Timor. Archaeology in Oceania 43:11-21.

Lavy, P. 

Louys, J. and E. Meijaard 

Manguin, P.-Y. 

Marwick, B. 


Miksic, J. 

Moore, E. and San Win 

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

Murphy, S. A. 

Mudar, K. M. and D. Anderson 
2007 New Evidence for Southeast Asian Pleistocene Foraging Economies: Faunal Remains

O’Connor, S. and D. Bulbeck  

O’Reilly, D.  

Pawlik, A. F., P. J. Piper and A. S. B. Mijares  

Ray, H.  

Sather, C.  

Shackelford, L. L. and F. Demeter  

Shoocongdej, R.  

Southworth, W. A.  

Stark, M. T.  

Stark, M. T.  

Stark, M. T.  

Szabó, K. and S. O’Connor

White, J. C. and E. G. Hamilton


Wolters, O. W.


Yang, Bin


Zhang, Chi and Hsiao-Chun Hung

Guidelines for Writing ANTH 461 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. Begin with a clear introductory paragraph that lets the reader know what you are going to accomplish in the paper; be sure to emphasize cross-cutting themes in the course 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. 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 Ahmalian were observed (Marks and Ferring 1988:60).

Reference to general ideas or theoretical perspectives:

Wiessner’s 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:


Examples of book bibliographic citations:


Examples of book-section bibliographic citations:


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