Instructor: Dr. Miriam Stark  
Office Hours: Wednesdays: 1:30-3:00 p.m. and by appointment  
203C Dean Hall  
Phone: 956-7552  
E-mail: <miriams@hawaii.edu>

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 (2006) Southeast Asia: from Prehistory to History (RoutledgeCurzon, paperback version). 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 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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take-home mid-term and final essay exams (2 x 30 points/essay)</td>
<td>60</td>
</tr>
<tr>
<td>Class presentation</td>
<td>25</td>
</tr>
<tr>
<td>Class attendance &amp; participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100 POINTS</strong></td>
</tr>
</tbody>
</table>

**Total points for graduate students**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class presentation</td>
<td>80</td>
</tr>
<tr>
<td>Article summaries and class participation (includes 6 précis @5 pts each)</td>
<td>30</td>
</tr>
<tr>
<td>Final examination</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>150 POINTS</strong></td>
</tr>
</tbody>
</table>

**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 Student Services Center.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(8/25)</td>
<td>Introduction Geography, Peoples, &amp; Cultures of Southeast Asia</td>
</tr>
<tr>
<td></td>
<td>Video: Mekong (VHS 16825; ~25 min.)</td>
</tr>
<tr>
<td></td>
<td>Video: Southeast Asia: The people (VHS 21873; 22 min.)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Bellwood and Glover 2004; Hanks 1972:16-43</td>
</tr>
<tr>
<td>2 (9/1)</td>
<td>History and Theory in Southeast Asian Archaeology</td>
</tr>
<tr>
<td></td>
<td>Video: Dr. H. Otley Beyer: an American Ifugao (VHS 12142; 20 min.)</td>
</tr>
<tr>
<td></td>
<td>Video: Village of Jars (VHS 9413; 49 min.)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Higham 2002:7-27; Cherry 2009; Shoocondej 2007 (grad students only)</td>
</tr>
<tr>
<td>3 (9/8)</td>
<td>Pleistocene Southeast Asia</td>
</tr>
<tr>
<td></td>
<td>Video: First Footsteps (VHS 5531; ~25 min.)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Bellwood 1997:1-38; Brumm et al. 2006; Walters 2002 (grad students only); optional: Rolland 2002</td>
</tr>
<tr>
<td>4 (9/15)</td>
<td>Earliest Hominids in Southeast Asia</td>
</tr>
<tr>
<td></td>
<td>Video: Tabon Caves (VHS 262; ~25 min.)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Bellwood 1997:39-95; O’Connor 2007; Morwood et al. 1999; Schepartz et al. 2000 (grad students only)</td>
</tr>
<tr>
<td>5 (9/22)</td>
<td>Hoabinhian and Hunter-Gatherers in Southeast Asia</td>
</tr>
<tr>
<td></td>
<td>Video: Spirits of the Yellow Leaf (VHS 11880; ~20 min.)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Bellwood 1997:155-200; Higham 2002:29-56; Mudar and Anderson 2007; Sather 1995 (grad students only)</td>
</tr>
<tr>
<td>6 (9/29)</td>
<td>Origins of Plant and Animal Domestication</td>
</tr>
<tr>
<td></td>
<td>Video: Changing the Menu (VHS 5472; 45 min.)</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Bellwood 2005; Kealhofer 2003; Szabo and O’Connor 2004 (grad students only)</td>
</tr>
<tr>
<td>7 (10/6)</td>
<td>Early Farming Communities in Southeast Asia; What is the Southeast Asian &quot;Neolithic&quot;?</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong> Bellwood 1997:211-267; Higham 2002:56-111; Krigbaum 2003; White et al. 2004 (grad students only)</td>
</tr>
</tbody>
</table>

**Assignment:** Take-Home Exam #1 -- DUE FRIDAY 10/10 AT 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)

8 (10/13) 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 (10/20) Metallurgy in Southeast Asia: Timing, Technology, and Impact

<p>| Video: The New Cutting Edge (VHS 5765; 40 min.) |
| Video: Bán Chiang (VHS 20762; 50 min.) |
| <strong>Readings:</strong> Bellwood 1997:268-307; White 1988; O’Reilly 2000; White 1995 (grad students only) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Video</th>
<th>Optional UNDERGRADUATE Assignment: REVISED Take-Home Exam #1 – DUE WEDNESDAY 10/29 at 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (10/27)</td>
<td>Between Tribes and States in Southeast Asia</td>
<td>Higham 2002:113-227; Bellina and Glover 2004; Domett and Tayles 2006; Junker 2004 (grad students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 (11/3)</td>
<td>Models of Complexity and Southeast Asian Archaeology</td>
<td>Higham 2002:229-197; Ray 2005; Stein 1998, Wolters 1999 (grad students only)</td>
<td>Origins of India’s Hindu Civilization (VHS 7009; 22 min.)</td>
<td></td>
</tr>
<tr>
<td>12 (11/10)</td>
<td>Early States in Insular Southeast Asia: Indonesia</td>
<td>Bronson 1977; Miksic 2004; Christie 1995, Manquin 1991, Manquin 2004 (grad students only)</td>
<td>Ancient India (VHS 16863; 20 min.)</td>
<td></td>
</tr>
<tr>
<td>13 (11/17)</td>
<td>Early States in Mainland Southeast Asia Part I: Malaysia and Thailand</td>
<td>Indrawooth 2004; Allen 1998; Mudar 1999 (grad students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 (12/1)</td>
<td>Early States in Mainland Southeast Asia Part III: Cambodia</td>
<td>Stark 1998; Stark 2004; Lavy 2003, Welch 1996 (grad students only)</td>
<td>Hidden Temples (VHS 19823; 40 min.)</td>
<td></td>
</tr>
<tr>
<td>16 (12/8)</td>
<td>Southeast Asia in the Late Precolonial and Early Colonial Periods</td>
<td>Lape 2000; Andaya 2002; Hall 2004</td>
<td>Sultan’s Lost Treasure (VHS 19533)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment: Take-Home Exam #2 -- DUE WEDNESDAY 11/26 AT 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)</td>
<td>(grad students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional Assignment: REVISED Take-Home Exam #2 -- DUE MONDAY 12/8 AT 12:00 NOON TO MAIN OFFICE (SAUNDERS 346)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ANTH 461 Reading List**

Allard, F.

Allen, J.

Andaya, L.

Bellina, B. and I. Glover

Bellwood, P.


Bellwood, P. and I. Glover


Blust, R.

Bronson, B.


Cherry, H.

Christie, J. Wisseman

Domett, K. M. and N. Tayles

Glover, I. C. and M. Yamagata

Gutman, P. and B. Hudson

Hall, K. R.

Hanks, L. M.

Higham, C. F. W.

Higham, C. F. W.

Indrawooth, P.

Junker, L. L.


Kealhofer, L.

Krigbaum, J.

Lape, P. V.

Lavy, P.

Manguin, P.-Y.
1991 The Merchant and the King: Political Myths of Southeast Asian Coastal Polities. *Indonesia* 52:41-54.

Manguin, P.-Y.

Miksic, J.

Moore, E. and San Win

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

Mudar, K. M.

O’Connor, S.

O’Reilly, D. J. W.

Ray, H.

Rolland, N.

Sather, C.
1995 Sea Nomads and Rainforest Hunter-Gatherers: Foraging Adaptations in the

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

Shoocongdej, R.

Southworth, W. A.

Stark, M. T.

Stark, M. T.

Stein, Gil

Szabó, K. and S. O’Connor

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 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 Ahmariian 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:*

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 essays except in presentations that refer you directly to a URL. Instead rely on published material in journals, books, and other hard-copy print sources.

filename: 461syllabus_09.rtf