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. Characterize the basic historical sequence in Southeast Asia from the Pleistocene to c. 1400 CE, and key theoretical debates in the region's research tradition;
2. Describe and explain variability in mainland vs. island Southeast Asian transitions to food production and sociopolitical complexity;
3. 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; and
4. Articulate ways in which theoretical trends and methodological innovations in global archaeology have guided the history of archaeological interpretation for Southeast Asia.

READING ASSIGNMENTS: We will use various articles and readings from 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: ANTH 661 will run concurrently with ANTH 461 (the undergraduate Southeast Asian Archaeology class), and include additional content to meet the needs of graduate students. Graduate students will attend class lectures weekly with undergraduate (ANTH 461 students) for content and synthesis. Weekly topics and the non-boldfaced readings are identical for ANTH 461 and ANTH 661 students to provide substantive content on developments in the field. ANTH 661 students also read the boldfaced articles (which address theoretical issues in the field), and complete a series of article summaries (précis) on those six (6) underlined boldfaced articles in the schedule.

ANTH 661 students make one (1) class presentation to the collective of undergraduates and
graduate students; ANTH 661 students also write a take-home final exam, but their questions (listed in this syllabus) are tailored toward a graduate-level understanding of Southeast Asian archaeology. Graduate students only are expected to read the bold-faced theoretical articles each week, and throughout the semester will write six (6) précis on the underlined articles.

Beginning in Week 5, ANTH 661 graduate students supplement their 461 attendance with a once-weekly 1.5 hour graduate seminar format to discuss themes and debates in Southeast Asian archaeology. ANTH 661 participants will rotate responsibilities for facilitating weekly discussions. Each week, one student will make a 20-minute presentation that summarizes key methodological issues and theoretical issues in the week’s theme. Other graduate students will prepare and coordinate the remaining discussion. Use of this seminar format requires regular attendance and participation, which both count in the grading process.

Grades will be calculated according to the following system:

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<tr>
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<th>Points</th>
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<tr>
<td>Seminar participation (discussion facilitation, participation)</td>
<td>20</td>
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<tr>
<td>Class presentation (30 for oral presentation; 30 for paper)</td>
<td>60</td>
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<tr>
<td>Article summaries and class participation (includes 6 précis @5 pts each)</td>
<td>30</td>
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<tr>
<td>Final examination</td>
<td>40</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>150 POINTS</strong></td>
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**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.

**STUDENT PRESENTATION:** Each ANTH 661 student will select one topic on which to make a 30-45 minute presentation in the 461 class 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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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 (8/21)</td>
<td>Introduction Geography, Peoples, &amp; Cultures of Southeast Asia</td>
<td>Stark 2015; Bellwood and Glover 2004</td>
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<tr>
<td>2 (8/28)</td>
<td>History and Theory in Southeast Asian Archaeology</td>
<td>Video: Village of Jars (VHS 9413; 49 min.)</td>
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<td>Readings: Higham 2002:7-27; Shooongdej 2007</td>
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<td>NO CLASS: LABOR DAY SEPTEMBER 1st</td>
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<tr>
<td>3 (9/3)</td>
<td>Pleistocene Southeast Asia</td>
<td>Readings: Brumm et al. 2006; Brumm and Moore 2012; Louys and Meijaard 2010</td>
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<td>4 (9/10)</td>
<td>Earliest Hominids in Southeast Asia</td>
<td>Video: Tabon Caves (VHS 262; ~25 min.)</td>
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<td>Readings: Marwick 2009; O’Connor 2007; Morwood et al. 1999; Shackelford and Demeter 2012; Mijares et al. 2010</td>
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<td>5 (9/17)</td>
<td>Hoabinhian and Hunter-Gatherers in Southeast Asia</td>
<td>Video: Spirits of the Yellow Leaf (VHS 11880; ~20 min.)</td>
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<td>Readings: Barton 2013; Fortier 2014; Higham 2013; Mudar and Anderson 2007</td>
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<td>SEMINAR THEME: Holocene Foragers in Southeast Asian Forests</td>
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<td>SEMINAR THEME: Models of Early Plant Domestication in Southeast Asia</td>
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<td>7 (10/1)</td>
<td>Early Farming Communities in Southeast Asia; What is the Southeast Asian &quot;Neolithic&quot;?</td>
<td>Readings: Higham 2002:82-111; Barker and Richards 2013; Fuller and Ling 2009</td>
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<td>SEMINAR THEME: Finding the Neolithic (and Rice) in Southeast Asian Archaeology</td>
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<td>8 (10/8)</td>
<td>Ethnicity, Migration, and Culture Change in Southeast Asia; Peopling of the Pacific</td>
<td>Readings: Bentley et al. 2005; Blust 1995; Carson et al. 2013; Denham 2015</td>
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<td>SEMINAR THEME: Migration and Style in Southeast Asian Archaeology</td>
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<td>SEMINAR THEME: Explaining Origins and Change in Southeast Asian Archaeology</td>
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<td>10 (10/22)</td>
<td>Between Tribes and States in Southeast Asia</td>
<td>Readings: Higham 2002:113-227; Bellina and Glover 2004; Domett and Tayles 2006; Junker 2004; Yoffee 2005</td>
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<td>SEMINAR THEME: Political Anthropology in Southeast Asian Archaeology</td>
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11 (10/29) Models of Complexity and Southeast Asian Archaeology
*Readings:* Higham 2002:229-297; Ray 2005; Wolters 1999
*SEMINAR THEME:* Mining and Bridging in Southeast Asian Archaeology and Early History

12 (11/5) Early States in Insular Southeast Asia: Indonesia
*Readings:* Bronson 1977; Miksic 2004; Lape and Chao 2008; Manguin 2004; Tambiah 1973
*SEMINAR THEME:* Competition in Early Southeast Asia

13 (11/12) Early States in Mainland Southeast Asia Part I: Malaysia and Thailand
*Readings:* Indrawooth 2004; Allen 1998; Murphy 2013; Ray 2013
*SEMINAR THEME:* Early Southeast Asian Buddhism

14 (11/19) Early States in Mainland Southeast Asia Part II: Burma and Vietnam
*SEMINAR THEME:* “China” and Southeast Asia’s Earliest States

15 (11/26) Early States in Mainland Southeast Asia Part III: Cambodia to Angkor
*SEMINAR THEME:* “Hindicization” and Southeast Asian Archaeology

**Assignment:** Take-Home Exam -- DUE WEDNESDAY 12/7 AT 12:00 NOON IN LAULIMA DROP BOX

16 (12/4) “Historical” Archaeology in Southeast Asia & the Early Modern Period
*Readings:* Grave et al. 2000; Stark 2014; Aung-Thwin 2011
*SEMINAR THEME:* Globalization in Early Modern Southeast Asia

**Optional Assignment:** REVISED Take-Home Exam -- DUE TUESDAY 12/11 by 12:00 NOON IN LAULIMA DROP BOX

**FINAL EXAM ESSAY:** Answer one (1) of the following two (2) questions in a 10-page, double-spaced essay (References Cited pages and tables/figures are not included in this page count).

1. Use specific sites/cultural traditions from Southeast Asian archaeology to outline a general theory of cultural development from c. 12,000 to 1500 YBP in Southeast Asia that: (a) compares and contrasts trajectories in mainland and island SEA; (b) identifies key debates, their proponents, and their central disagreements; and (c) contextualizes these debates within world archaeology.

2. How do Southeast Asian archaeologists use the term “culture” (or “cultures”) to interpret the archaeological record, and to explain migration and diffusion? In what ways does the Southeast Asian archaeological paradigm parallel, or diverge from, that found across anthropological archaeology more generally? Select two examples from region’s historical sequence, and present empirical evidence from at least two (2) different case studies to support your points.
ANTH 461 Reading List

Allard, F.

Allen, J.

Aung-Thwin, M.

Barker, G. And M. Richards

Barton, H.


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

Blust, R.
1995 The Prehistory of the Austronesian-Speaking Peoples: A View from Language. *Journal


Hendrickson, M.

Higham, C. F. W.

Higham, C. F. W.

Indrawooh, 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.

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. Meiijaard

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

O’Connor, S.

O'Reilly, D.

Ray, H.

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

Tambiah, S. J.

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

Wolters, O. W.

Yang, Bin

Yoffee, N.

Zhang, Chi and Hsiao-Chun Hung
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 Ahmarian 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:

Stark, Miriam T.

Examples of book bibliographic citations:
Hodder, I.

*Examples of book-section bibliographic citations:*

Bellina, Bérénice and Ian Glover

Miksic, J.N.

*NB: you may **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.*