Southeast Asian Archaeology

The archaeology Southeast Asia is more than just the ruins of Angkorian temples. This course will provide an overview of the archaeology of Southeast Asia with a focus on mainland Southeast Asia, following the cultural trajectories of the region through a review of the material record. We will begin with the appearance of modern humans in Asia and continue until approximately 1500AD. We will explore the lives of early hunter-gatherers and consider the adoption and spread of agriculture and metallurgy, as well as the impact of long-distance trade and inter-regional interaction. We will also consider complex polities, such as Dvaravati and Angkor. Special attention will be paid to the diversity of cultures in Southeast Asia and the social and environmental contexts of developments over time. The course will conclude with an examination of how the past is related to modern-day issues of nationalism and cultural heritage. Classes will involve lecture, as well as regular student participation and discussion of weekly readings.
What I want you to get out of this course

• An understanding of the basic historical sequence in Southeast Asia from modern humans to the development of state-level societies.
• Familiarity with the major archaeological sites and cultures in Southeast Asia.
• An understanding of the major debates in Southeast Asian archaeology and the archaeological evidence driving these debates.
• An appreciation for the cultural diversity of Southeast Asia.
• Practice critically reading academic journal articles and doing initial research on a subject by putting together an annotated bibliography.

Inclusion Statement

The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (http://aaeo.uoregon.edu, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

Students needing special accommodations

Students needing special accommodations for the course should contact Dr. Carter as soon as possible so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity.

Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or http://aec.uoregon.edu/
## Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total Grade</th>
<th>Due Date</th>
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| In-class response essays  
  - 8 essays will be given throughout the quarter, but you may drop your two lowest scores. | 10% | Throughout the quarter |
| Assignment #1: Reading an academic journal article | 10% | Oct. 16 |
| Midterm exam (including map, multiple-choice/fill-in-the-blank, and short answer/essay questions) | 30% | Oct. 23 |
| Assignment #2: Annotated bibliography and synthesis | 20% | Nov. 22 |
| Final exam (including multiple-choice/fill-in-the-blank, and short answer/essay questions) | 30% | Dec. 6 |
| Total | 100% | |

**In-class response essays:** Weekly throughout the quarter you will be given an “in-class response essay question” to respond to that is based on that week’s readings. These response essays will encourage you to keep up with the readings, reflect on what you think are important, and will allow you to share any questions you may have. These are also good practice for short-answer/essay questions on the mid-term and final exams. **There will be 8 in-class essays throughout the quarter, but you may drop your two lowest scores.**

**Assignment #1: Reading an academic journal article:** This assignment will give you practice critically reading an academic journal article. This is an important skill you can use to assist with readings in this course and your other courses. More information to be provided in class on October 2nd and will be posted on Canvas. This assignment is due on October 16th.

**Assignment #2: Annotated bibliography:** This assignment will ask you to assemble an annotated bibliography and write a short synthesis on a particular archaeological site/culture/or topic related to Southeast Asia. This provides practice in identifying and evaluating academic journal articles, distilling the main points of the argument, synthesizing multiple sources on a topic, and providing an analysis that moves beyond simply summarizing the articles and instead provides your interpretation on your chosen topic based on your research and experience in this class. More information to be provided in class on October 18th and will be posted on Canvas. This assignment is due on November 22nd.
Grading Scale and Performance Expectations
I do not anticipate a curve for this class. The grading scale to be used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
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<td>D+</td>
<td>67-69.9%</td>
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<tr>
<td>D</td>
<td>63-66.9%</td>
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<tr>
<td>D-</td>
<td>60-62.9%</td>
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<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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If the class is taken P/NP, a C- or higher is required to pass the course.

Expected levels of performance:

- **A+**: Quality of student’s performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
- **A**: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- **B**: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- **C**: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
- **D**: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- **F**: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

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**Academic Integrity and Plagiarism**

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: researchguides.uoregon.edu/citing-plagiarism.
What if I hand in an assignment late or miss an exam?
Assignments #1 and #2 can be handed in one day late for a 10% penalty and by the last day of class (November 29th) for a 30% penalty. If you miss the midterm you must arrange to take a make-up exam within 24 hours of the original exam date. There are no opportunities to make-up a missed in-class response essay. No make-up exams will be offered for a missed Final Exam. This policy will only be waived for a documented and legitimate reason (i.e. religious holiday, medical emergency or family crisis).

What if I miss class?
If you miss class, you should
a) Make sure you have done the assigned readings
b) Discuss missed course content with your peers
c) Check the course Canvas page to review reading questions and any handouts or additional content from class.
d) Visit Dr. Carter in her office hours to discuss any additional questions.

Will you share your PowerPoints?
I do not post PowerPoints online or give copies to students because I am mean and cruel, mwahahah! Actually, studies show that students learn less when relying on PowerPoints. I want to ensure your success in class and will therefore provide handouts and other tools to assist with your learning. If you find you want to review PowerPoint slides from class, you are welcome to do so during my office hours.

What's up with office hours?
I’m always happy to meet with students to discuss topics related to class/anthropology/archaeology/or anything! My office hours are on Wednesdays from 1-3pm and my office is on Room 255 of Condon Hall. You can make a reservation to see me during my office hours on Canvas by doing the following:
• Log into Canvas and click on the calendar icon on the left-hand column.
• Click the “Find Appointment” button on the right hand side of the calendar.
• Select the slot when you would like to meet.

Last minute visits: If no students are signed up for office hours on Canvas, you are welcome to stop by without an appointment! I’ll always be in my office during the listed times.

If you cannot make my office hours, please email me to find an alternative time. I am usually available at other times on Mondays, Wednesdays, and occasionally Fridays.
Can I use a laptop to take notes? What’s the best way to study?

There are numerous studies showing that taking notes by hand is more effective than taking notes via laptop. It can also be distracting to your fellow students. I have posted links on the course Canvas page if you would like to learn more about different note-taking and study strategies.
If you really, really, want to use a laptop to take notes in class I ask that you:
  a) Come see me to discuss and
  b) Sign a pledge that you will keep your wifi off and stay off distracting websites/games etc. for the duration of class.

Resources on Southeast Asian Archaeology
- The Institute for Southeast Asian Archaeology: https://isearchaeology.org/
- The Journal for Indo-Pacific Archaeology (open-access):
  https://journals.lib.washington.edu/index.php/JIPA/index
- American Association of Southeast Asian Archaeologists (includes listserv run by Dr. Carter): www.aaseaa.org
- Asian Perspectives Journal: Online access through the UO library and back issues until 2014 are available at:
  https://scholarspace.manoa.hawaii.edu/handle/10125/14928
- Archaeological Research in Asia journal: Online access available through the UO library.

Be courteous. Cell phones should be silent/off and put away during class.

Campus resources for students

The University of Oregon has great resources to help you get a leg-up on your academic success.
The Teaching and Learning Center is a great resource to help with study strategies, improving your writing, as well as assistance with math and science courses. Check the Teaching and Learning Center’s website for a complete list of their resources:
tlc.uoregon.edu
Fall 2017 Course Schedule and Readings

**All readings should be completed before class on the date to which they are assigned. Readings and Syllabus are subject to change, but advanced notice will always be given.**

**Week 1:**
1. **Monday, September 25th:** Course introduction, syllabus, and map exercise
   
   **Class goals:**
   - Understanding archaeology and how it works
   - Familiarizing yourself with Southeast Asia

2. **Wednesday, September 27th:** Background on the archaeology of Southeast Asia
   
   - Chapter 1 (read the entire chapter)
   - Chapter 2: Read to p. 45, skim 45-76. You may want to return to these specific region descriptions as we discuss different cultures throughout the quarter.

**Week 2:**
3. **Monday, October 2nd:** Modern humans and hunter-gatherers in Southeast Asia
   
   - Chapter 3: Read pages 88 (start at the Pleistocene section) – 103 (stop at Toalian).

4. **Wednesday, October 4th:** When Farmers met Hunter-Gatherers
   
Week 3:
5. Monday, October 9th: The introduction of bronze technology – the great debate
   • Higham, Charles, Thomas Higham, Roberto Ciarla, Katerina Douka, Amphan Kijngam,
     World Prehistory* 24:227-274

6. Wednesday, October 11th: Life in Bronze Age Southeast Asia
   • Higham, Charles. 2011. "The Bronze Age of Southeast Asia: New Insight on Social Change
   • In Class: *The Princess of Khok Phanom Di and Bronze Age Super Burials*

Week 4:
7. Monday, October 16th: Visit Ban Chiang collection at the Museum of Natural and
   Cultural History.
   • Class will meet University of Oregon Museum of Natural and Cultural History
     1680 E. 15th Ave.
   **ASSIGNMENT #1: ACADEMIC JOURNAL ACTIVITY DUE TODAY**

8. Wednesday, October 18th: Thinking about diversity in Neolithic and Bronze Age
   Southeast Asia
   • White, Joyce C. 2011. "Emergence of Cultural Diversity in Mainland Southeast Asia: A
     View From Prehistory." Pp. 9-46 in *Dynamics of Human Diversity: The Case of Mainland
     Southeast Asia*, edited by N.J. Enfield. Canberra: Pacific Linguistics
   • O'Reilly, Dougal J.W. 2000. "From the Bronze Age to the Iron Age in Thailand:
     Applying the Heterarchical Approach." *Asian Perspectives* 39:1-19

Week 5:
9. Monday, October 23rd: MIDTERM EXAM

10. Wednesday, October 25th: The Pyu and Arakan of Myanmar
    • O'Reilly: Chapter 2
    • Stargardt, Janice. 1998. "Urbanization Before Indianization at Beikthano, Central Burma,
      Proceedings of the Conference of the European Association of Archaeologists of Southeast
      Asia*, edited by Pierre-Yves Manguin. Hull: Center for Southeast Asian Studies,
Week 6:
11. Monday, October 30th: Peninsular Southeast Asia
   • O'Reilly: Chapter 3

12. Wednesday, November 1st: Vietnam
   • O'Reilly: Chapter 6

Week 7:
13. Monday, November 6th: Dvaravati
   • O'Reilly: Chapter 4

14. Wednesday, November 8th: Case study: What can we learn from studying personal ornaments?

Week 8: Setting the stage for Angkor? NE Thailand and Cambodia
15. Monday, November 13th: Northern Cambodia and Northeast Thailand
16. **Wednesday, November 15**: Funan
   - O’Reilly: Chapter 5

**Week 9**
17. **Monday, November 20**: Finding themes for developments in Southeast Asia in the 1st millennium CE
   - O’Reilly Chapters 7 and 8

18. **Wednesday, November 22**: Urbanism at Angkor – what makes a city a city?

**ASSIGNMENT #2: ANNOTATED BIBLIOGRAPHY DUE TODAY**

**Week 10: Cultural Heritage and Wrapping Up**
19. **Monday, November 27**: The Hydraulic City?
   - In class: selections from: *Jungle Atlantis: Death of Angkor Wat’s Megacity* (BBC)

20. **Wednesday, November 29**: Angkor and Cultural Heritage in Cambodia

**Wednesday, December 6: Final Exam at 2:45pm**