

# Course Outline – Anthropology 331

## Prehistory of East Asia

### General Information

Course #	331
Term	Winter
Year	2021
Course pre-requisite(s)	ANTH 201 or permission of instructor
Course schedule (day and time of class)	Tuesday – Thursday 2:35-3:55

### Instructor Information

Name	Callan Ross-Sheppard
E-mail	Callan.ross-sheppard@mcgill.ca
Virtual office hours	T/Th 4:00-5:00 or by appointment
Communication plan	For office hours book a time slot using Calendly: <a href="https://calendly.com/anth-331/office-hours">https://calendly.com/anth-331/office-hours</a>

### TA Information

Name	TBA
E-mail	TBA

### Course Overview

This course is designed to introduce students to the archaeologies of East Asia; the area stretching from the Japanese Archipelago in the East, to the western borders of China in Central Asia. The course primarily focuses on the prehistoric period but also extends into the early historic period (~40,000 BC to 1000 AD).

The course is designed to progress chronologically, but with particular emphasis placed on specific themes, among them: early human migrations and expansions, the origins and dispersal of food production, development and spread of metallurgy, interregional contacts and the rise of hierarchical social organizations and urbanism.

We will also examine the practise of archaeology in East Asia and how modern political processes have influenced the inferences made about the past.

The primary objectives of the course are as follows:

- 1) Provide a broad introduction to the archaeology of East Asia
- 2) Provide students with a geographic and chronological understanding of past societies within East Asia
- 3) Provide some examination of how modern political concerns of nation states influence the archaeology of the region

#### Instructor Message Regarding Remote Delivery

This course has been adapted for remote delivery due to the ongoing pandemic. This is a significant change for this course as in previous years this course had a large groupwork component. In the current format the course will be delivered entirely remotely and groupwork has been changed to individual work.

I am committed to doing my best to make this learning environment as supportive as possible and adaptable to diverse student needs. McGill has developed some resources for assisting in the transition to remote learning that I encourage you to take a look at ([Remote Learning Resources](#)).

If you find yourself overwhelmed by any aspect of the transition to remote delivery or the events leading to this transition, then do not hesitate to ask me for help. It is absolutely expected that these events will bring stress and anxiety and I want to make sure these stresses are both recognized and accommodated for.

#### Learning Outcomes

By the end of this course students should be able to:

- 1) Place the archaeological periods of prehistoric East Asia within a time space matrix.
- 2) Identify various geographic regions in East Asia
- 3) Be able to evaluate the use of archaeological reasoning about the past and critically examine debates in regional archaeology
- 4) Identify how modern political concerns can affect the practise of archaeology and our knowledge of the past.

#### Instructional Method

This course will be taught entirely online due to the situation with COVID-19. This course adopts a hybrid asynchronous/synchronous model. Lectures will be delivered via Zoom each week at the usual fixed class times (for more information regarding Zoom please check out McGill's ([Remote Learning Resources](#))). Videos of lecture content will be recorded and posted online, but not the lectures themselves. Lecture slides will also be posted for each week to ensure students who may not be able to participate in any given week will have access to that content.

## Evaluation

### **Weekly Reading Questions (20%)**

Each week (starting after the add-drop period) a few questions regarding the required readings will be posted on MyCourses. You will need to answer 7 sets of these questions throughout the semester. The choice of which questions to answer is yours (I recommend focusing on those weeks that link to your research essay topic below!). I recognize that time management under these circumstances can be unpredictable, and as such the deadline for the questions will be within two weeks of the associated lecture. You may also choose to complete all of the question sets worth 5% extra credit.

### **The Geography Quiz (15%) Posted Feb 19<sup>th</sup> – Due Feb 26<sup>th</sup>**

Environment and archaeology are closely intertwined. In order to understand the archaeology of East Asia we need to know where, and in what kind of environments the things we are talking about occurred. An open book quiz on regional geography will be held mid-way through the course. The content of the quiz will be discussed during class. The quiz will be posted on MyCourses, and you will have one week from the time of posting to complete the quiz.

### **Timeline Quiz (25%) Posted March 26<sup>th</sup> – Due April 9<sup>th</sup>**

An open book quiz will be held towards the end of the course on the relative chronological sequences of archaeological cultures and developments in East Asia. The content of the quiz will be discussed during class and a week of review lectures will be held to cement understanding of this content. The quiz will be posted on MyCourses, and you will have one week from the time of posting to complete the quiz.

### **Research Essay Meeting (5%)**

Throughout the course we will be discussing several debates in the archaeology of East Asia. You will have to pick one of these debates as the topic of a research essay. In writing this essay you will have to conduct research into the debate and form a conclusion based on the evidence you have amassed. In order to make sure you are on the right track, you will need to attend office hours at least once before week 12. In this meeting you will present a plan for answering your chosen question and a list of the sources you have chosen to use. Research strategies for the essay topics will also be discussed during class time.

### **Research Essay (35%)**

These essays should be limited to 1,250 words and you must use citations correctly in their research (a citation guide will be provided on MyCourses). Essays will be due in on the last week of class.

Research Essay Topics:

- 1) What are the origins of early anatomically modern human populations in East Asia?
- 2) Should Jomon period food production be thought of as agriculture?
- 3) Where and when was rice domesticated in East Asia?
- 4) Did the Xia Dynasty exist?

If there is another debate that we discuss that you would like to address in your essay, then by all means send me an email. If there is a suitable body of literature, then I will approve it.

Handing in Late Assignments

Assignments must be uploaded to MyCourses by the assigned date. Usually late assignments are penalized 10% of the mark per day including weekends and holidays. However, extensions for valid reasons can be obtained before the due date.

<b>Name of Assignment</b>	<b>Due Date</b>	<b>% of final grade</b>
Weekly Reading Assignment	April 13th	20
The Geography Quiz	February 26th	15
Timeline Quiz	April 9 <sup>th</sup>	25
Essay Meeting	Before March 23rd	5
Research Essay	April 13th	35

Required Readings

There is one required textbook for this course: Archaeology of East Asia. The Rise of Civilization in China, Korea and Japan, 2015, by Gina L. Barnes. Oxbow Books, Philadelphia. Available through the McGill library (including online): <https://mcgill.on.worldcat.org/oclc/910475765>

Additionally, a series of required readings will be posted on MyCourses for each week alongside a selection of optional readings for those particularly interested in that week's topic (Usually more in depth regionally focused articles on that week's topic). I may change weekly readings depending on our progress (the new readings these will replace others listed in the syllabus).

## Detailed Course Schedule and Reading Assignments

### Week 1 January 7<sup>th</sup>: Orientation and Geography

#### **Required Readings:**

Barnes Chapter 1

### Week 2 – January 12<sup>th</sup> and 14<sup>th</sup>: History and Nationalism in the Archaeology of East Asia

#### **Required Readings:**

Ikawa-Smith, F., 1999. Construction of national identity and origins in East Asia: a comparative perspective. *Antiquity*, 73(281), pp.626-629.

Barnes Chapter 2

#### **Optional Reading:**

Von Falkenhausen, L., 1993. On the historiographical orientation of Chinese archaeology. *ANTIQUITY*, 67, pp.839-839.

Kohl, P.L., 1998. Nationalism and archaeology: on the constructions of nations and the reconstructions of the remote past. *Annual review of anthropology*, 27(1), pp.223-246.

Pai, H.I., 2000. Constructing “Korean” Origins: A Critical Review of Archaeology. Harvard Asia Center:Cambridge – Chapter 1

### Week 3 – January 19<sup>th</sup> and 21<sup>st</sup>: Early Human Migrations and Paleolithic Diversity

#### **Required Readings:**

Barnes Chapter 3 and 4

#### **Optional Reading:**

Bae, C.J., 2017. Late Pleistocene human evolution in eastern Asia: Behavioral perspectives. *Current Anthropology*, 58(S17), pp.S514-S526.

Nakazawa, Y., 2017. On the Pleistocene population history in the Japanese Archipelago. *Current anthropology*, 58(S17), pp.S539-S552.

Bar-Yosef, O. and Wang, Y., 2012. Paleolithic archaeology in China. *Annual Review of Anthropology*, 41, pp.319-335.

### Week 4 – January 26<sup>th</sup> and 28<sup>th</sup>: Hunter-Fisher-Gatherers and Low-Level Food Production

#### **Required Readings:**

Barnes Chapter 5

Smith, B.D., 2001. Low-level food production. *Journal of archaeological research*, 9(1), pp.1-43.

**Optional Reading:**

Weber, A.W. and Bettinger, R., 2010. Middle Holocene hunter-gatherers of Cis-Baikal, Siberia: an overview for the new century. *Journal of Anthropological Archaeology*, 29(4), pp.491-506.

Hung, H.C. and Carson, M.T., 2014. Foragers, fishers and farmers: origins of the Taiwanese Neolithic. *Antiquity*, 88(342), p.1115.

Matsumoto, N., Habu, J. and Matsui, A., 2017. Subsistence, sedentism, and social complexity among Jomon hunter-gatherers of the Japanese Archipelago. In *Handbook of East and Southeast Asian Archaeology* (pp. 437-450). Springer, New York, NY.

**Week 5 – February 2<sup>nd</sup> and 4<sup>th</sup>: The Neolithic, Sedentism and Complexity**

**Required Readings:**

Barnes Chapter 6

Lee, G.A., 2017. The Chulmun period of Korea: current findings and discourse on Korean Neolithic culture. *Handbook of East and Southeast Asian Archaeology*, pp.451-481.

OR

Underhill, A.P., 2017. The Middle and Late Neolithic Periods of China: Major Themes, Unresolved Issues, and Suggestions for Future Research. In *Handbook of East and Southeast Asian Archaeology* (pp. 483-502). Springer, New York, NY.

OR

Nelson, S.M., 1990. The neolithic of northeastern China and Korea. *Antiquity*, 64(243), pp.234-248.

OR

Drennan, R.D., Lu, X. and Peterson, C.E., 2017. A place of pilgrimage? Niheliang and its role in Hongshan society. *antiquity*, 91(355).

**Optional Reading:**

Liu, L., 2003. "The products of minds as well as of hands": Production of prestige goods in the Neolithic and early state periods of China. *Asian Perspectives*, pp.1-40.

Fung, C., 2000. The drinks are on us: Ritual, social status, and practice in Dawenkou burials, North China. *Journal of East Asian Archaeology*, 2(1), pp.67-92.

Hudson, M.J., 1992. Rice, bronze, and chieftains: an archaeology of Yayoi ritual. *Japanese Journal of Religious Studies*, pp.139-189.

**Week 6 – February 9<sup>th</sup> and 11<sup>th</sup>: Agriculture and Domestication**

**Required Readings:**

Barnes Chapter 7

Crawford, G.W., 2017. Plant Domestication in East Asia. In Handbook of East and Southeast Asian Archaeology (pp. 421-435). Springer, New York, NY.

**Optional Reading:**

Shelach, G., 2000. The earliest Neolithic cultures of northeast China: recent discoveries and new perspectives on the beginning of agriculture. *Journal of World Prehistory*, 14(4), pp.363-413.

Zhao, Z., 2010. New data and new issues for the study of origin of rice agriculture in China. *Archaeological and Anthropological Sciences*, 2(2), pp.99-105.

Lee, G.A., 2011. The transition from foraging to farming in prehistoric Korea. *Current Anthropology*, 52(S4), pp.S307-S329.

Zeder, M.A., Emshwiller, E., Smith, B.D. and Bradley, D.G., 2006. Documenting domestication: the intersection of genetics and archaeology. *TRENDS in Genetics*, 22(3), pp.139-155.

**Week 7 – February 16<sup>th</sup> and 18<sup>th</sup>: Pastoralism and Nomadism****Required Readings:**

Honeychurch, W. and Makarewicz, C.A., 2016. The archaeology of pastoral nomadism. *Annual Review of Anthropology*, 45, pp.341-359.

Then

Honeychurch, W., 2017. The development of cultural and social complexity in Mongolia. In Handbook of East and Southeast Asian Archaeology (pp. 513-532). Springer, New York, NY.

**Optional Reading:**

Gunchinsuren, B., 2017. The development of prehistoric archaeology in Mongolia. In Handbook of East and Southeast Asian Archaeology (pp. 293-308). Springer, New York, NY.

Honeychurch, W. and Amartuvshin, C., 2006. States on horseback: The rise of Inner Asian confederations and empires. *archaeology of asia*, pp.255-278.

Anthony, D.W. and Brown, D.R., 2011. The secondary products revolution, horse-riding, and mounted warfare. *Journal of World Prehistory*, 24(2-3), p.131.

**February 19<sup>th</sup>: Geography Quiz Posted****Week 8 – February 23<sup>rd</sup> and 25<sup>th</sup>: Interregional Interaction and Minerals****Required Readings:**

Chapter 8 and 11

**Optional Reading:**

Meicun, L. and Liu, X., 2017. The origins of metallurgy in China. *Antiquity*, 91(359).

Aldenderfer, M. and Yinong, Z., 2004. The prehistory of the Tibetan Plateau to the seventh century AD: perspectives and research from China and the West since 1950. *Journal of World Prehistory*, 18(1), pp.1-55.

Rawson, J.M., 2017. China and the steppe: reception and resistance. *Antiquity*, 91(356).

Aikens, C.M., Zhushchikhovskaya, I.S. and Rhee, S.N., 2009. Environment, ecology, and interaction in Japan, Korea, and the Russian Far East: The millennial history of a Japan Sea oikumene. *Asian perspectives*, pp.207-248.

**February 26<sup>th</sup>: Geography Quiz Due**

**Week 9 – March 2<sup>nd</sup> and 4<sup>th</sup>: Mid-Semester Study Break**

**Week 10 – March 9<sup>th</sup> and 11<sup>th</sup>: Writing, Urbanism and the State**

**Required Readings:**

Barnes Chapters 9 and 12

**Optional Reading:**

Liu, L. and Xu, H., 2007. Rethinking Erlitou: legend, history and Chinese archaeology. *Antiquity*, 81(314), pp.886-901.

Keightley, D.N., 2006. Marks and labels: early writing in Neolithic and Shang China. *archaeology of Asia*, pp.177-201.

Yates, R.D., 1997. The city-state in ancient China. *The archaeology of city-states: Cross-cultural approaches*, pp.71-90.

**Week 11 – March 16<sup>th</sup> and 18<sup>th</sup>: Sacrifice, Violence and Imperialism**

**Required Readings:**

Barnes Chapter 12

Shelach, G., 1996. The Qiang and the question of human sacrifice in the late Shang period. *Asian Perspectives*, pp.1-26.

**Optional Reading:**

Selbitschka, A., 2015. Miniature tomb figurines and models in pre-imperial and early imperial China: origins, development and significance. *World Archaeology*, 47(1), pp.20-44.

Lewis, M.E., 1990. Sanctioned violence in early China. Suny Press. Chapter 1

Li, X.J., Bevan, A., Martín-Torres, M., Rehren, T., Cao, W., Xia, Y. and Zhao, K., 2014. Crossbows and imperial craft organisation: the bronze triggers of China's Terracotta Army. *Antiquity*, 88(339), pp.126-140.

Yates, R.D. 2007. Making War and Making Peace in Early China. In *War and Peace in the Ancient World*, K.A. Raaflaub (Ed.)

### **Week 12 – March 23<sup>rd</sup> and 25<sup>th</sup>: Regional Reviews and Guest lecture**

Reviews of prehistory by region cementing the topics discussed earlier into a time-space framework.

#### **Required Readings:**

TBA

### **March 26<sup>th</sup>: Archaeological Culture Quiz Posted**

### **Week 13 – March 30<sup>th</sup> and April 1<sup>st</sup>: Buddhism, The Silk Road and Peer Polity Interaction**

#### **Required Readings:**

Barnes Chapter 13 and 15

#### **Optional Reading:**

Barnes, G.L., 1995. An introduction to Buddhist archaeology. *World Archaeology*, 27(2), pp.165-182.

De la Vaissière, É., 2012. Central Asia and the silk road. In *The Oxford Handbook of Late Antiquity*.

Christian, D., 2000. Silk roads or steppe roads? The silk roads in world history. *Journal of world history*, pp.1-26.

Pai, H.I., 1992. Culture contact and culture change: The Korean peninsula and its relations with the Han Dynasty commandery of Lelang. *World Archaeology*, 23(3), pp.306-319.

### **April 9<sup>th</sup>: Archaeological Culture Quiz Due Date**

### **Week 14 – April 6<sup>th</sup> and 8<sup>th</sup>: Theory and the Politics of the Past in East Asian Archaeology**

#### **Required Readings:**

Barnes Chapter 16

Glover, I.C., 2006. Some national, regional, and political uses of archaeology in East and Southeast Asia. *archaeology of asia*, pp.17-36.

**Optional Reading:**

Meskel, L., 2002. The intersections of identity and politics in archaeology. *Annual review of anthropology*, 31(1), pp.279-301.

Nelson, S.M., 2006. Archaeology in the two Koreas. *archaeology of asia*, pp.37-54.

Mizoguchi, K., 2006. Self-identification in the Modern and post-Modern world and archaeological research: a case study from Japan. *Archaeology of Asia*. Malden: Blackwell Publishing, pp.55-73.

Ikawa-Smith, F., 2011. Practice of archaeology in contemporary Japan. In *Comparative Archaeologies* (pp. 675-705). Springer, New York, NY.

Tao, W., 1997. Establishing the Chinese archaeological school: Su Bingqi and contemporary Chinese archaeology. *Antiquity*, 71(271), pp.31-36.

**Week 15 – April 13<sup>th</sup>: Mulan and Pop-Culture Pastoralists**

**Required Readings:**

Di Cosmo, N. (2004) *Ancient china and its enemies: the rise of nomadic power in east Asian history*. Cambridge, UK: Cambridge University – Chapter 3 *Beasts and Birds: The Historical Context of Early Chinese Perceptions of the Northern Peoples*

**Recommended Watching:**

If you have the time watch *Mulan* (Disney or Recent version are both acceptable)

**Optional Reading:**

Wright, J., 2019. Against the Mane: How Barbaric Was the ‘The Golden Age of Barbarians’?. *Cambridge Archaeological Journal*, 29(4), pp.712-714.

Honeychurch, W., 2015. Voices from the Steppe. In *Inner Asia and the Spatial Politics of Empire* (pp. 1-16). Springer, New York, NY.

Pines, Y., 2005. Beasts or humans: Pre-imperial origins of the “Sino-Barbarian” dichotomy. *Mongols, Turks, and others: Eurasian nomads and the sedentary world*, 11, p.70.

**April 13<sup>th</sup>: Research Essay Due Date**

## **McGill Policy Statements**

### **Academic Integrity**

- "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).(approved by Senate on 29 January 2003)

"L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/))."

### **Language of Submission**

- "In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded." (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

"Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue)."

### **Other Policy Statements**

- "The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations."
- "© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures."
- "As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009."
- "McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather."

« L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant. »

- “[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
- “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”