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: https://calendly.com/anth-331/office-hours

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 19th – Due Feb 26th**
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 26th – Due April 9th**
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.

<table>
<thead>
<tr>
<th>Name of Assignment</th>
<th>Due Date</th>
<th>% of final grade</th>
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</thead>
<tbody>
<tr>
<td>Weekly Reading Assignment</td>
<td>April 13th</td>
<td>20</td>
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<tr>
<td>The Geography Quiz</td>
<td>February 26th</td>
<td>15</td>
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<tr>
<td>Timeline Quiz</td>
<td>April 9th</td>
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<tr>
<td>Essay Meeting</td>
<td>Before March 23rd</td>
<td>5</td>
</tr>
<tr>
<td>Research Essay</td>
<td>April 13th</td>
<td>35</td>
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Required Readings

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** th: Orientation and Geography

**Required Readings:**

Barnes Chapter 1

**Week 2 – January 12** th and 14**th:** History and Nationalism in the Archaeology of East Asia

**Required Readings:**


Barnes Chapter 2

**Optional Reading:**


**Week 3 – January 19** th and 21**st:** Early Human Migrations and Paleolithic Diversity

**Required Readings:**

Barnes Chapter 3 and 4

**Optional Reading:**


**Week 4 – January 26** th and 28**th:** Hunter-Fisher-Gatherers and Low-Level Food Production

**Required Readings:**
Barnes Chapter 5


Optional Reading:


Week 5 – February 2nd and 4th: The Neolithic, Sedentism and Complexity

Required Readings:

Barnes Chapter 6


OR


OR


OR


Optional Reading:


Week 6 – February 9th and 11th: Agriculture and Domestication
**Required Readings:**

Barnes Chapter 7


**Optional Reading:**


**Week 7 – February 16th and 18th: Pastoralism and Nomadism**

**Required Readings:**


Then


**Optional Reading:**


**February 19th: Geography Quiz Posted**

**Week 8 – February 23rd and 25th: Interregional Interaction and Minerals**

**Required Readings:**
Chapter 8 and 11

Optional Reading:


February 26th: Geography Quiz Due

Week 9 – March 2nd and 4th: Mid-Semester Study Break

Week 10 – March 9th and 11th: Writing, Urbanism and the State

Required Readings:

Barnes Chapters 9 and 12

Optional Reading:


Week 11 – March 16th and 18th: Sacrifice, Violence and Imperialism

Required Readings:

Barnes Chapter 12


Optional Reading:


**Week 12 – March 23^{rd} and 25^{th}: 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^{th}: Archaeological Culture Quiz Posted**

**Week 13 – March 30^{th} and April 1^{st}: Buddhism, The Silk Road and Peer Polity Interaction**

**Required Readings:**

Barnes Chapter 13 and 15

**Optional Reading:**


**April 9^{th}: Archaeological Culture Quiz Due Date**

**Week 14 – April 6^{th} and 8^{th}: Theory and the Politics of the Past in East Asian Archaeology**

**Required Readings:**

Barnes Chapter 16

Optional Reading:


Week 15 – April 13th: Mulan and Pop-Culture Pastoralists

Required Readings:


Recommended Watching:

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

Optional Reading:


April 13th: 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/ 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/)."

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.”