

Anth 331: Prehistory of East Asia

Fall 2017, Monday & Wednesday 8:35-9:55am

Instructor: Andrew Womack

Office: TBA

Office Hours: Tuesday 1-3pm or by appointment

This course will take an archaeological approach to the prehistoric and early historic periods in China, Korea, Japan, and Mongolia. We will explore how a combination of archaeological theory and material remains (houses, burials, architectural remains of cities, pottery vessels, bronze objects, etc.) have been used to make inferences about the nature of early lifeways and social transformations. Reoccurring themes will include social, economic, and political organization; gender roles; the nature of social hierarchies; horizontal, cooperative relations; and interregional interactions such as the exchange of objects and ideas, migrations, and conflicts from ~8000BC – 1000AD.

Alongside these topics we will also explore the ways in which remains were discovered, the individuals who excavated them, theoretical approaches taken, and the effect shifting political landscapes have had on the ways in which these objects are interpreted. Technical aspects of survey, excavation, and preservation will also be explored through case studies on individual sites or archaeological projects, which will be undertaken by students throughout the semester. Additionally, a semester-long small-group project will give students the opportunity to design a full archaeological research project of their own focusing on a topic of their choice. By the end of the course students should expect to have a solid understanding of the prehistory and early historic periods in East Asia, as well as of the theoretical and technical aspects of archaeology that have shaped our knowledge of these regions.

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) or for purchase at Paragraph Books.

Requirements and grading:

1. **Class attendance and participation (10%).** Come to class, ask critical questions, do the readings (before class), be prepared to say something about them, say it. If you cannot make it to class for a valid reason (illness, emergency) please email in advance to let me know.

2. **Timeline Quizzes (20% (10% each)).** In order to help you keep everything in (chronological) order, and hone your skills for the classic game *Timeline*, we'll have two timeline quizzes during the semester. One will focus on the Neolithic to early dynastic period in China, while the other will cover similar time periods for Japan and Korea.
3. **Individual Presentation (20%).** Once during the semester, you will give a 20-30min in-class presentation on a specific archaeological site or project related to that classes' topic. The goal will be to explore the ways in which a particular archaeological technique, such as total coverage surface survey, geophysical remote sensing, radiocarbon dating, or DNA analysis has been used to investigate or interpret a particular site or artifact(s). Presentations will both describe the technique and discuss how its application has contributed to our understanding of the topic at hand.
4. **Archaeological Research Project (50%).** Congratulations! You and your fellow group members have been selected by a wealthy, anonymous archaeological enthusiast who would like to fund an innovative archaeological research project somewhere in East Asia. Your chances of getting the funding are good, but the catch is, you only have a few months to design the project! Alongside your small group members, you will be responsible for coming up with a research topic, choosing a site or area to investigate, researching the background on this locale, justifying which archaeological techniques you would like to use, forming a budget, making a detailed research timeline, and hypothesizing about potential results. Will your work be the one to win the heart, and the funding, of the mysterious patron?
Specific project requirements, deadlines, grading guidelines, and potential topics will be discussed in the first week of class.

SCHEDULE (subject to revision):

9/6: introduction to the course

Week of 9/11: Barnes chapters 1, 2, 16: themes for the semester such as the history of archaeological research and practice of archaeology in China, Japan, Korea; the relationship between archaeology and history; archaeology and cultural heritage in East Asia (background information provided about dating ancient remains--see Appendices pp. 395-407). Additional readings online: Ikawa-Smith 2011, Liu and Chen 2012, Shoda 2008

Week of 9/18: (background information provided in class in about key developments to early modern humans in East Asia; Barnes chapter 3 and most of chapter 4: optional reading); Barnes chapter 4 pp. 89-95 required reading

Barnes chapter 5, early Holocene and "Neolithic" developments, including the origins of pottery; introduction to early mainland China farming cultures (c. 9500- 4000 BC); (Incipient-Initial-Early Jomon in Japan c. 13,000--3500 BC)

Barnes chapter 6 pp. 126-134, focus on Middle Jomon of Japan (c. 3500- 2000 BC), Chulmun/Neolithic of Korea (c. 9500 BC--1500 BC)

Additional articles online: Lee 2011, Pearson 2007, Zhang and Cui 2013

Week of 9/25: Barnes chapter 6, pp. 135-156: social developments in mainland Chinese early farming communities: Yangshao, Dawenkou, Hongshan (c. 4000- 2600 BC). Additional readings online: Lee 2007, Underhill 2000, Peterson and Lu 2013

Week of 10/2: Barnes chapter 7: late Neolithic China (c. 2600- 1900 BC): the development of regional polities and urbanism. Additional readings online: He Nu 2013, McGovern et al. 2005, Zhao 2013

10/11: Barnes chapters 8 and 9 (up to p. 214): the Erlitou site and period (c. 1900-1500 BC) of China, the earlier Shang period of China (c. 1600- 1300 BC), and the development of metallurgy. Additional readings online: Liu 2008, Xu Hong 2013, Liu and Chen 2012 pp. 259-274

Week of 10/16: Barnes chapter 9 p. 214 on Yinxu – end; the Late Shang (c. 1300- 1045 BC) of China and other contemporary polities; the Western Zhou period of China (c. 1045- 771 BC). Additional readings online: Campbell 2011, Jing et al. 2013, Sun 2003

Week of 10/23: Barnes chapter 10: Eastern Zhou period of China (771- 221 BC), contemporary northern polities, development of iron metallurgy; Barnes chapter 11 pp. 255-258 for mainland China; Mumun/bronze period (c. 1500- 300 BC) in Korea Barnes chapter 11 pp. 258-269; Barnes chapter 12 on the Qin empire (221- 206 BC) of China pp. 285-289. Additional readings online: Beckman 2013, Li et al. 2011, Bale and Ko 2006

Week of 10/30: Barnes chapter 12, pp. 289-end: Han empire of China (206 BC- 220 AD), and neighboring polities. Additional readings online: Xiong 2014, Kim et al. 2010, Yao and Jiang 2012

Week of 11/6: Barnes chapter 13, interregional interactions in East Asia (c. 400 BC- 300 AD), pp. 309-322 (see also Appendix p. 429); Early (c. 900- 450 BC) and Middle (c. 450 BC – AD 1) Yayoi period of Japan pp. 323-330; more information on Early Yayoi in Barnes chapter 11 pp. 270-284. (Late Yayoi c. AD 1 – 250). (Samhan/Proto-Three Kingdom Period of Korea c. 350 BC – AD 300). Additional readings online: Mizoguchi 2014, Pai 2000 chapter 5, Lien 1991

Week of 11/13: Barnes chapter 14, pp. 331-342 earlier mound tomb cultures of Korea (Koguryo, Paekche, Kaya, Silla) 2nd to 5th centuries AD; and Late Yayoi pp. 342-347, and Kofun/Mounded Tomb Culture of Japan, interregional interactions pp. 347—end chapter. Additional readings Online: Edwards et al. 2000, Nelson 1998, Soo 2008

Week of 11/20: Empires of the Silk Roads, increased interregional interactions, development of cities, enduring traditions such as Buddhism

Additional reading on Classes V2: van Schiak et al. 2015, Li et al. 2016, Kato 2009

Week of 11/27: Modern archaeological concerns in East Asia.

Readings: Abe 2016, Han 2004, Pai 2000 chapter 1

Week of 12/4: Presentations

McGill Policy Statements

1. ***"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/)."***
2. ***"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."*** "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)."
3. ***"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."***
4. ***"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 on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students."***

5. *"In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."*
6. *"Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights."*