

TEMPLATE FOR NEW COURSE CONTENT

This is a provisional syllabus which is subject to change.

Academic Year	2022-23	Semester	1
Course Coordinator	Ivy Yeh		
Course Code	HH4030		
Course Title	Prehistory and Archaeology in East and Southeast Asia		
Pre-requisites	Nil		
No of AUs	4		
Contact Hours	52 (weekly seminar of 4 hours each)		
Proposal Date	26 January 2022		

Course Aims

The aim of the course is to provide students with a general overview of the basic themes and issues in the prehistory of archaeology in East and Southeast Asia.

This course is designed to introduce students to the archaeologies of East Asia and Southeast 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 practice of archaeology in East Asia and how modern political processes have influenced the inferences made about the past.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

- 1) Place the archaeological periods of prehistoric East Asia and Southeast Asia within a time space matrix.
- 2) Identify various geographic regions in East Asia and Southeast 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 practice of archaeology and our knowledge of the past.

Course Content

This module will introduce you to the archaeology of Southeast and East Asia. The aim is that you will develop a good fundamental understanding of the main historical and methodological trends in the archaeology of the region, and an appreciation for the global significance of the archaeology of this area in prehistoric and historic times. Themes to be addressed include human evolution and the early peopling of the region, regional prehistory and interactions between Southeast and East Asia, and between both areas and other parts of the world (in particular South Asia and the Indian Ocean region, and Australasia and Oceania). We will also touch upon major issues in archaeology, such as

theories of state formation, colonialism (ancient and modern), modern economic development and heritage, climate change and biodiversity, and the impact of humans over time on the landscape.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
CA1. Seminar Participation, Presentations and Discussion	1,3,4	1,3,5,6,7,8,9,10	20%	Team	See appendix 2
CA2. Individual Research Project Proposal	1,2,3,4	1,2,3,4,5,6,7,8,11	20%	Individual	See appendix 1
CA3. Individual Research Project Progress Presentation	2,3,4	4,5,6,7,8,9,11	20%	Individual	See appendix 1
CA4. Individual Research Project- Major essay	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11	25%	Individual	See appendix 1
CA5. Video of archaeological/ historical sites in Singapore	1,3,4	1,3,4,5,6,7,8,11	15%	Team	See appendix 2
Total			100%		

Continuous Assessment 1 (CA1) Seminar Participation, Presentations and Discussion - 20%:

This area will focus on the student's personal learning attitude, all participations including initiating discussions, posing and answering questions, as well as the presenting technique and ability to lead the class while presenting are all considerations to this component.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

Continuous Assessment 2 (CA2) Individual Research Project Proposal - 20%:

Individual research project proposal is the presenting of the initial idea. It allows discussion between the mentor and students, providing guidance and discussions allowing the students to edit and change accordingly more new research findings or through discussions with mentor. This process assists in the training of students idea developing and learn to develop ideas while adjusting to research areas and scope.

Continuous Assessment 3 (CA3) Individual Research Project Progress Presentation - 20%:

The individual research project will allow the students to present their ideas to the fellow classmates, learning to answer questions and to broaden the discussions from the idea they developed. Individual presentation will also allow the students to learn to improve on their presentation skills through

practicing to elaborate on their ideas and to replies to enquiries from both teacher and students.

Continuous Assessment 4 (CA4) Individual Research Project- Major essay - 25%:

Individual research project will play an important role in understanding the student's ability to elaborate and extend their ideas into an article. The depth of research and the narration skill will be an important accessing element on the performance of students. Individual research project will also present on the findings and analysis from the students' project ideas, demonstrating their hard work during their research process.

Continuous Assessment 5 (CA5) Video of archaeological/historical sites in Singapore – 15%

The students will be arranged in groups of 2-3. They will learn to present archaeological/ historical ideas and evidence to specialist and non-specialist audiences in a variety of media. The video making will also challenges students' creativity and their ability to coordinate within a group, while at the same time also related historical contents to visual projects.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project

Formative feedback

Student Feedback on the courses will be an important note on the studying progress of the students, especially on how much they are able to understand from the lessons and how much more can the lesson be improved to increase the learnings of the students.

Besides the knowledge and content, the feedback will also be focused on how much interest can the student be generated from the learnings of archaeology. The feedback can also look into how much the student is able to apply their knowledge in lesson to the projects and how confident are them when applying knowledge. Last but not least, the limitations of the courses can also be look into from the feedback to have a better understanding of the student's learning area of difficulties and areas that they feel that is not beneficial.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<i>Interdisciplinary learning</i>	In the course, the approach will focus on teachings of different multiple methods. The learning of the pre-history in Southeast Asia and the development of the field of archaeology. Learning of history from the perspective of archaeology will also open a new learning viewpoint for the students to look into a geographical history development besides historical events and narrations. Through interdisciplinary learnings, the resources that will be introduced to the students will also be inclusive materials outside written articles and books, that includes video recordings, picture records, and even ancient artefacts that are collected can be shared with the students to increase their learning interests and archaeological awareness.

Reading and References

Texts subject to changes.

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually, and take all scheduled assignments by due dates. Students are expected to take responsibility by following up with course notes, assignments, and course-related announcements for seminar sessions. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

The team-based activity of this course requires students to be in class to contribute to team work. In-class activities make up a significant portion of student course grade. Absence from class without a valid reason will affect student's overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. If students miss a seminar session, students must inform their team members and instructor via email (hyyeh@ntu.edu.sg) prior to the start of the class.

(3) Penalties for late submission

There will be penalties for late submission of 10% per day unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that the instructor is aware of these circumstances as soon as possible. Students failing to submit an assignment will be denied their credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the essay submission date.

(4) Plagiarism in writing research papers

It is important that all unacknowledged materials in students' essays are their own work. The University has strict rules relating to plagiarism that may result in disciplinary procedures. Remember that copying or using any part of another student's essay or written work also falls within the definition of plagiarism. Exact texts cited from other's works and placed in student's paper must be put within quotation marks. Otherwise, paraphrase. The sources of both quotations and paraphrasing

have to be properly noted.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Ivy Hui-Yuan Yeh	05-27 HSS (office) 03-01 HSS (lab)	+65 63168959	hyeh@ntu.edu.sg

Planned Weekly Schedule

This schedule is tentative and subject to change at the instructor's discretion.

Week	Topic	ILO	Readings/ Activities
1	Introduction of the course	1, 2	No Reading
2	Topic: Paleolithic culture in East and Southeast Asia	1, 2, 4	Readings: B. Allchin. 1992. "Middle Palaeolithic Culture" in History of civilizations of Central Asia, v. 1: The Dawn of civilization, earliest times to 700 B.C. Unesco. 61-84. Gao, X. 2013. Paleolithic Cultures in China: Uniqueness and Divergence. Current Anthropology. Dec 2013, 54 (8) , s1-s13. A.J.Stutz. 2018. Paleolithic. In The International Encyclopaedia of Biological Anthropology. Nov 2018. 1-9.
3	Topic: Paelolithic population in East and Southeast Asia (1)	1, 2, 3, 4	Readings: A.E. Marks. Settlement Patterns and Intrasite Variability in the Central Negev, Israel. American Anthropologist. Oct 1971. (73)5, 1237-1244. N. Zwyns. The Initial Upper Paleolithic in Central and

			East Asia: Blade Technology, Cultural Transmission, and Implications for Human Dispersals. <i>Journal of Paleolithic Archaeology</i> . Nov 2021 19(4), 1-39.
4	Topic: : Paelolithic population in East and Southeast Asia (2)	1, 2, 3, 4	Readings: D. Cuenca-Solana et al. Shell Technology, Rock Art, and the Role of Marine Resources during the Upper Paleolithic. June 2013. 54(3), 370-380. B. Marwick. The Hoabinhian of Southeast Asia and its Relationship to Regional Pleistocene Lithic Technologies in Lithic Technological Organization and Paleoenvironmental Change Global and Diachronic Perspectives. Springer International Publishing. 63-78.
5	Topic: Neolithic Culture in East and Southeast Asia	1, 2, 3, 4	Readings: M. Verhoeven. The Birth of a Concept and the Origins of the Neolithic: A History of Prehistoric Farmers in the Near East. <i>Paléorient</i> , (37)1, 2011, 75-87. A. Krahtopoulou. Current Approaches to the Neolithic of Thessaly. <i>Archaeological Reports</i> , 65. 2018-2019. 73-85.
6	Topic: Neolithic population in East and Southeast Asia (1)	1, 2, 3, 4	Readings: M. Verhoeven. The Birth of a Concept and the Origins of the Neolithic: A History of Prehistoric Farmers in the Near East. <i>Paléorient</i> , (37)1, 2011, 75-87. A. Krahtopoulou. Current Approaches to the Neolithic of Thessaly. <i>Archaeological Reports</i> , 65. 2018-2019. 73-85.
7	Topic: Neolithic population in East and Southeast Asia (2)	1, 2, 3, 4	Readings: Fourknocks, Co, Meath-: inside a Neolithic World. <i>Archaeology Ireland Heritage Guide No. 30</i> . 1-6. James Mellaart. Hacilar: A Neolithic Village Site. <i>Scientific American</i> , 205(2), Aug 1961, 86-98.
8	Topic: Iron age culture in East and Southeast Asia	1, 2, 3, 4	Readings: N. Coldstream and A. Mazar. Greek Pottery from Tel Rehov and Iron Age Chronology, <i>Israel Exploration Journal</i> , 53(1), 2003, 29-48. Kingship and Sacrifices: Iron Age Bog Bodies and Boundaries. <i>Archaeology Ireland, Heritage Guide No.</i>

			35. (Sep 2006), 1-6. Trends in the Local Pottery Development of the Late Iron Age and Persian Period in Syria and Lebanon, ca. 700 to 300 B.C. Bulletin of the American Schools of Oriental Research, no. 311, Aug 1998, 7-37.
9	Topic: Iron age population in East and Southeast Asia	1, 2, 3, 4	Readings: L. Foxhall. Bronze to Iron: Agricultural Systems and Political Structures in Late Bronze Age and Early Iron Age Greece. The Annual of the British School at Athens, 1995, vol. 90. Centenary Volume, 239-250. D. W. Philipson. Iron Age History and Archaeology in Zambia. The Journal of African History, 15(1), 1974, 1-25. T. N. Huffman. Ceramics, Settlements and Late Iron Age Migrations. The African Archaeological Review, vol. 7 (1989), 155-182.
10	Topic: History Culture in East and Southeast Asia (1)	1, 2, 3, 4	Readings I. C. Glover. Connecting Prehistoric and Historic Cultures in Southeast Asia. Journal of Southeast Asian Studies, 47(3), Oct 2016, 506-510. M. Aung-Thwin. The "Classical" in Southeast Asia: The Present in the Past. Journal of Southeast Asian Studies 26(1), Mar 1995. 75-91.
11	Topic: History Culture in East and Southeast Asia (2)	1, 2, 3, 4	Readings: W. Peterson. Colonialism, Culture History and Southeast Asian Prehistory. Asian Perspectives, 25(1), 1982-1983, 123-132. H. Tinker. The Search for the History of Southeast Asia. Journal of Southeast Asian Studies, 11(2), Sep 1980, 368-382.
12	Topic: History Population in East and Southeast Asia (1)	1, 2, 3, 4	Readings: J. N. Miksic. Heterogenetic Cities in Premodern Southeast Asia. World Archaeology. 32(1), Jun 2000, 106-120. G. W. Jones. Population and the Family in Southeast Asia. Journal of Southeast Asian Studies. 26(1), Mar 1995. 184-195

13	Lecture Topic: History Population in East and Southeast Asia (2)	1, 2, 3, 4	Readings: B. Lasker. Population Shifts in Southeast Asia. Far Eastern Survey. 13(22), Nov 1944, 201-205. J. R. W. Small. On the Possibility of an Autonomous History of Modern Southeast Asia. Journal of Southeast Asian History, 2(2), Jul 1961, 72-102.
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