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	HH4031		
Course Title	History and Archaeology of Ancient China		
Pre-requisites	Nil		
No of AUs	4		
Contact Hours	52 (weekly seminar of 4 hours each)		
Proposal Date	10 February 2022		

Course Aims

This course will examine the ancient roots of Chinese civilization, from the fluid mix of regional cultures in the Neolithic period (beginning ca. 8000 B.C.E.) through the establishment of the Han Dynasty (206 B.C.E.-220 C.E.). In addition to covering major political developments, we will pay close attention to religious, intellectual, and social trends, as well as to changes in the material culture of ancient China. Throughout the course we will focus particularly on recent archaeological discoveries. Nearly eighty years of scientific archaeology in China has produced a wide array of data that have revolutionized our understanding of ancient history. As new texts and artifacts continue to be unearthed, historians struggle to reconcile this new knowledge about the past with a received historical tradition that goes back 2000 years. This tension between received historical knowledge and modern archaeology puts archaeology at the heart of fierce historiographic debates. This course will explore these issues by examining early Chinese history in light of major archaeological discoveries of texts and materials, discussing both the content of the discoveries and their impact on the historiography of ancient China.

Intended Learning Outcomes (ILO)

By the end of this course students should be able to:
1) Place the archaeological periods of China within a time space matrix.
2) Identify various geographic regions in China
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.

Course Content

History and Archaeology of Ancient China presents the thrilling tale of ancient China from its earliest beginnings to the first empire through iconic excavations and recent archaeological discoveries – from Peking Man to the Banpo village, from Erlitou to Sanxingdui, from Lost Shang City to Terra-Cotta Army, and from enduring jades to enigmatic bronzes. It explores how archaeology has rewritten history and transformed our understanding of what makes the Chinese culture distinctive.

This course will provide an outline of prehistoric archaeology in China, with a focus on long-term changes in human-environmental interaction. Particular emphasis will be on the causal relationships between food diversity, scale of society, climate change, technological developments, mobility of

people, goods and information, and the cumulative damage on the local and global environment. Roles of archaeological studies for our understanding of long-term sustainability of human cultures and societies will be discussed. Results of biological and chemical analyses of archaeological data, such as stable isotope analyses, DNA analyses, residue analyses of pottery, starch grains analysis, and macro faunal and floral remains analyses, will frequently be cited.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes (History Programme)	Weight -ing	Team/ Individual	Assessment Rubrics
1. Seminar Participation, Presentations and Discussion	1,3,4	1,3,5,6,7,8,9,10	20%	Team	See appendix 2
2. Individual Research Project Proposal	1,3,4	1,2,3,4,5,6,7,8,11	20%	Individual	See appendix 1
3. Individual Research Project Progress Presentation	2,3,4	4,5,6,7,8,9,11	20%	Individual	See appendix 1
4. 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
5. 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, poising 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 students in the training of idea developing where they 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 elaborates 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 (ie on the historical happenings and geographical locations in China) 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 Chinese 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?
Interdisciplinary learning	In the course, the approach will focus on teachings of different multiple methods. The learning of the pre-history in China and north asia and the development of the field of archaeology. Learning of Chinese history from the perspective of archaeology will also open a new learning viewpoint for the students to look into a China 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	hyyeh@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, 3, 4	No Reading
2	Topic: Time, Space, and Language	1, 2, 3, 4	Readings: Li Feng, Early China: A Social and Cultural History, chapter 1 (New York: Cambridge University Press, 2013), 1-14. Edward L. Shaughnessy, "Calendar and Chronology," in The Cambridge History of Ancient China, ed. Michael Loewe and Edward L. Shaughnessy (Cambridge: Cambridge University Press, 1999), 19-21. Pines, Yuri and Gideon Shelach (2005). 'Using the Past to Serve the Present': Comparative Perspectives on Chinese and Western Theories of the Origins of the State. Genesis and Regeneration: Essays on Conceptions of Origins, edited by S. Shaked. Jerusalem: Publications of the Israel Academy of Sciences and Humanities: Section of Humanities: 127-162.
3	Topic: The Neolithic Cultural Mix	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 Paleothic in Central and East Asia: Blade Technology, Cultural Transmission,

			and Implications for Human Dispersals. Journal of Paleolithic Archaeology. Nov 2021 19(4), 1-39. Rhoads Murphey, "The Land," in China: Ancient Culture, Modern Land, ed. Robert Murowchick (Norman: University of Oklahoma Press, 1994), 13-23.
4	Topic: Early States and the Question of Xia	1, 2, 3, 4	Readings: Yun Kuen Lee, "Building the Chronology of Early Chinese History," Asian Perspectives, 41.1 (2002): 16-42. Allan, Sarah (1984). The Myth of the Xia Dynasty. Journal of the Royal Asiatic Society 2: 242-256. Wu, Qinglong, Zhijun Zhao, Li Liu, Darryl E. Granger, Hui Wang, David J. Cohen, Xiaohong Wu, Maolin Ye, Ofer Bar-Yosef, Bin Lu, Jin Zhang, Peizhen Zhang, Daoyang Yuan, Wuyun Qi, Linhai Cai and Shibiao Bai (2016). Outburst flood at 1920 BCE supports historicity of China's Great Flood and the Xia dynasty. Science 353(6299): 579-582.
5	Topic: Dynastic Power and the Late Shang State	1, 2, 3, 4	Readings: David N. Keightley, "The Environment of Ancient China," in The Cambridge History of Ancient China, 30-37. Robert Eno, "Deities and Ancestors in Early Oracle Inscriptions," in Religions of China in Practice (Princeton: Princeton University Press, 1996), 41-51. Shelach, Gideon and Yitzchak Jaffe (2014). The Earliest States in China: A Long-term Trajectory Approach. Journal of Archaeological Research 22: 327-364.
6	Topic: Zhou Dynasty: Development of the Regional State System and Expansion of the Chinese Cultural Sphere	1, 2, 3, 4	Readings: Liu, Li and Hong Xu (2007). Rethinking Erlitou: Legend, History and Chinese Archaeology. Antiquity 81: 886-901. Zuo Commentary (Zuo zhuan), "The Battle of Ch'eng-pu," in The Tso chuan: Selections from China's Oldest Narrative History, trans. Burton Watson (New York: Columbia University Press, 1989), 50-64. Falkenhausen, Lothar von (1993). On the

			Historiographical Orientation of Chinese Archaeology. Antiquity 67: 839-849.
7	Topic: Qin: State and Empire	1, 2, 3, 4	Readings: Fiskesjö, Magnus (2015). Terra-cotta Conquest: The First Emperor's Clay Army's Blockbuster Tour of the World. Verge: Studies in Global Asias 1(1): 162-183. Martin Kern, The Stele Inscriptions of Ch'in Shih-Huang: Text and Ritual in Early Chinese Imperial Representation (New Haven: American Oriental Society, 200), 10-49. William G. Boltz, "Language and Writing," in The Cambridge History of Ancient China, 74-77, 80-81, 83-91, 106-123.
8	Topic: Han Dynasty: Foundations of the Imperial State and Contact with the Steppe Cultures of the North	1, 2, 3, 4	Readings: Li, Early China, 256-265, 303-317. The Huainanzi: A Guide to the Theory and Practice of Government in Early Han China, trans. John S. Major et al. (New York: Columbia University Press, 2010), 295-348. Sima Qian 司馬遷, "The Account of the Xiongnu," in Records of the Grand Historian: Han Dynasty, trans. Burton Watson (New York: Columbia University Press, 1961; rev ed. 1993), vol. 2: 129-162.
9	Topic: Ancient China in Modern China	1, 2, 3, 4	Readings: Mcneal, Robin (2012). Constructing Myth in Modern China. *The Journal of Asian Studies* 71(03): 679-704. Tong Enzheng (1995). Thirty years of Chinese archaeology (1949-1979). *Nationalism, politics and the practice of archaeology*, edited by Philip L. Kohl and C. Fawcett. Cambridge: Cambridge University Press: 177-197. Loewe Michael (1976), Archaeology in the New China, *The China Quarterly* (65): 1-14.

10	Topic: Domestication, Rice and Archaeobotany	1, 2, 3, 4	Readings Fuller, Dorian Q., Emma Harvey and Qin Ling (2007). Presumed Domestication? Evidence for Wild Rice Cultivation and Domestication in the Fifth Millennium BC of the Lower Yangtze Region. Antiquity 82: 316-331. Liu, Li, Gyoung-Ah Lee, Leping Jiang and Juzhong Zhang (2007). The Earliest Rice Domestication in China. Antiquity 81(313): Online Project Gallery. Fuller, Dorian Q., Qin Ling and Emma Harvey (2008). Rice archaeobotany revisited: Comments on Liu et al. (2007). Antiquity (Online) 82(315).
11	Topic: Identity Building: Nationalist, Politics and Archaeology	1, 2, 3, 4	Readings: Trigger, Bruce G. (1984). Alternative Archaeologies: Nationalist, Colonialist, Imperialist. Man N.S., 19(3): 355- 370. Tong Enzheng (1995). Thirty years of Chinese archaeology (1949-1979). Nationalism, politics and the practice of archaeology, edited by Philip L. Kohl and C. Fawcett. Cambridge: Cambridge University Press: 177-197. Ikawa-Smith, Fumiko (1999). Construction of National Identity and Origins in East Asia: A Comparative Perspective. Antiquity 73(281): 626-629.
12	Topic: China and her Neighbours in the East Asia	1, 2, 3, 4	Readings: Fawcett, Clare and Clare Fawcett (1995). Nationalism and Postwar Japanese Archaeology. Nationalism, Politics and the Practice of Archaeology, edited by Philip L. Kohl. Cambridge and New York: Cambridge University Press: 232-246. Hudson, Mark J. (2005). For the People, By the People: Postwar Japanese Archaeology and the Early Paleolithic Hoax. Anthropological Science 113(2): 131-139. Pai, Hyung Il (2000). Constructing "Korean" Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State Formation Theories. Cambridge, MA: Harvard University Asia Center.

			Nelson, Sarah M. (1995). The Politics of Ethnicity in Prehistoric Korea. Nationalism, Politics and the Practice of Archaeology, edited by Philip L. Kohl and C. Fawcett. Cambridge and New York: Cambridge University Press: 218-231.
13	Conclusion	1, 3, 4	No Readings