



Academic Year	2023	Semester	2
Course Code	HH4031		
Course Title	History & Archaeology of Ancient China		
Pre-requisites	None		
No of AUs	4		
Classroom	LHS-TR+29		
Time	Tues 1630-2020		
Course Aims			
<p>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. The 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.</p>			
Intended Learning Outcomes (ILO)			
<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> Place the archaeological periods of China within a time space matrix. Identify various geographic regions in China Be able to evaluate the use of archaeological reasoning about the past and critically examine debates in regional archaeology Identify how modern political concerns can affect the practise of archaeology and our knowledge of the past. 			
Course Content			

History & Archaeology of Ancient China

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 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.

Subject to change

Assessment (Continuous Assessment- non examinable module):

Component	Weighting	Team/ Individual	Assessment Rubrics
1. Seminar Participation, Presentations and Discussion --Presentation time: 40-50 min; Q&A: 15-20 min --Presentation style: narrative --Google sheet (Groups and members):	15%	Team	See appendix 2 and the Google Sheet
2. Individual Research Project-proposal (1,000 words) -- Secondary sources are fine -- Submit as a Word document (*.doc) and name file as follows: firstName_proposal -- Deadline: 11:59 pm 1 Feb 2024	15%	Individual	See appendix 1
3. Group Research Project Presentation (Topic list¹) Record powerpoint presentation using Zoom, and submit powerpoint slides and recording to instructor --length: 15-20 min -- Deadline: 11:59 pm 28 April 2024	30%	Team	See appendix 2

Subject to change

¹ Research project topics:

1. History of Money in China
2. Aliens in China? Hint: Sanxingdui Civilization
3. Compare the Lajia Site and the Pompeii site
4. The First Monographic Works on Forensic Medicine
5. Are Chinese and Mayans related? Where did the Mayans come from originally?
6. Ancient Egypt and Early China
7. History of Shamanism and its Impact
8. How did the China's First Emperor Die
9. What did the Ancient Emperors Eat and how did they Sleep (A)?
10. What did the Ancient Emperors Eat and how did they Sleep (B)?

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4. Individual Research Project- essay (2,000) words -- Secondary sources are fine -- Submit as a Word document (*.doc) and name file as follows: firstName_essay --Deadline: 11:59 pm 25 April 2024	40%	Individual	See appendix 1
Total	100%		
Component	Weighting	Team/ Individual	Assessment Rubrics

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 (hyeh@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

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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	Email
Ivy Hui-Yuan Yeh	05-27 HSS (office) 03-01 HSS (lab)	ivy.hyyeh@gmail.com (Please send assignments to this email address. Please do not send to NTU email address)

Planned Weekly Schedule

Subject to change

Week	Topic
1	<p>Introduction of the course</p> <ul style="list-style-type: none"> Please sign up on Google Sheets and elect teaching assistants
2	<ul style="list-style-type: none"> Activity: visit museums and archaeological sites in Singapore (NUS museum)
3	<ul style="list-style-type: none"> Lecture: Early Humans in China
4	<ul style="list-style-type: none"> Activity: visit museums and archaeological sites in Singapore (ACE)
5	<ul style="list-style-type: none"> Lecture: Archaeology in China Seminar Presentations and Discussion (presenter: group 1,2; discussants/asking questions: group 3,4) <p>Readings (1):</p> <p>1.1 Chang, K.-C. (1968). Archeology of Ancient China. Science, 162(3853), 519–526. http://www.jstor.org/stable/1724905</p> <p>1.2 Chang, K. C. (1977). Chinese Archaeology since 1949. The Journal of Asian Studies, 36(4), 623–646. https://doi.org/10.2307/2054432</p> <p>1.3 Tianglong Jiao (2007). The Neolithic of Southeast China: Cultural Transformation and Regional Interaction on the Coast. Chapter 1-2</p>

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	<p>Readings (2): Tianglong Jiao (2007). The Neolithic of Southeast China: Cultural Transformation and Regional Interaction on the Coast. Chapter 3-6</p>
6	<ul style="list-style-type: none"> Lecture: Early States and the Question of Xia Seminar Presentations and Discussion (presenter: group 3,4; discussants/asking questions: group 5,6) <p>Reading (3): Liu Li. (2012). The Archaeology of China: From The Late Paleolithic To The Early Bronze Age. Chapter 4-6</p> <p>Reading (4): Shelach-Lavi, G. (2015). The Archaeology of Early China: From Prehistory to the Han Dynasty (pp. Vii-X). Cambridge: Cambridge University Press. Chapter 1-3</p> <ul style="list-style-type: none"> Consultation session (Proposal) session A: slots to be created (each slot is 15 mins)
7	<ul style="list-style-type: none"> Consultation session (Proposal) session B: slots to be created (each slot is 15 mins)
<p>Recess week</p>	
8	<ul style="list-style-type: none"> Lecture: Archaeological chance in China Seminar Presentations and Discussion (presenter: group 5,6; discussants/asking questions: group 7,8) <p>Reading (5): Yung-ti Li, Kingly Crafts: The Archaeology of Craft Production in Late Shang China: chapter 1-3</p> <p>Reading (6): Yung-ti Li, Kingly Crafts: The Archaeology of Craft Production in Late Shang China: chapter 4-6</p>
9	<ul style="list-style-type: none"> Lecture: Imperial China Seminar Presentations and Discussion (presenter: group 7,8; discussants/asking questions: group 9, 10) <p>Reading (7): Archaeology of the Chinese Bronze Age: From Erlitou to Anyang</p> <p>Reading (8): Anthony J. Barbieri-Low, The Many Lives of the First Emperor of China. University of Washington Press. Part 1.</p>
10	<ul style="list-style-type: none"> Lecture: Mummies and Early Surgeries in China Seminar Presentations and Discussion (presenter: group 9; discussants/asking questions: group 1) <p>Readings (9): Anthony J. Barbieri-Low, The Many Lives of the First Emperor of China. University of Washington Press. Part 2.</p>

Subject to change

	<ul style="list-style-type: none">● Consultation session (Essay)/session A: slots to be created (each slot is 15 mins)-Please submit your essay with at least 50% completeness before the consultation
11	<ul style="list-style-type: none">● Consultation session (Essay)/session B: slots to be created (each slot is 15 mins)-Please submit your essay with at least 50% completeness before the consultation
12	<ul style="list-style-type: none">● Lecture: Foundations of the Imperial State and Contact with the Steppe Cultures of the North● Seminar Presentations and Discussion (presenter: group 10; discussants/asking questions: group 2) Group 4? Reading (10): Anthony J. Barbieri-Low, The Many Lives of the First Emperor of China. University of Washington Press. Part 3-4.
13	<ul style="list-style-type: none">● Extra Consultation and Revision

Subject to change

Appendix 1: Assessment Criteria for Essays and Research Projects

	A-range	B-range	C-range	D and F
1) Development of Research topic	Bold and original, addresses assignment prompt, focused	Somewhat original, addresses assignment prompt, focused	Unoriginal but fairly well thought out, addresses assignment prompt, lacking in focus	Unoriginal and poorly thought out, may not address assignment prompt, and no clear focus
2) Knowledge and understanding	Outstanding and error-free grasp of relevant historical, archaeological and anthropological processes	Very good grasp of relevant historical, archaeological and anthropological processes	Significant gaps in knowledge of relevant historical, archaeological and anthropological processes	Unacceptable level of knowledge of relevant historical, archaeological and anthropological processes
3) Formulation of historical argument	Original contribution to knowledge	Intelligent and showing some independence	Descriptive rather than analytical	Unsupported assertions and much confusion; no discernable argument
4) Collection and synthesis of historical evidence	Exceeding assignment requirements; untapped historical, archaeological and anthropological sources located; novel use of sources	Comprehensive; draws on underutilized historical, archaeological and anthropological sources	Draws on relevant historical, archaeological and anthropological sources; may miss key material	Draws on few relevant historical, archaeological and anthropological sources; omits key material
5) Analysis and close reading of primary sources	Insightful analysis with imagination and rigour	Persuasive analysis of the texts	Satisfactory analysis with some errors	Almost entirely absent or irrelevant
6) Analysis and interpretation of secondary sources	Detailed knowledge of the field and major historical, archaeological and anthropological approaches and theories	Good knowledge of the field including some historical, archaeological and anthropological approaches and theories; attempts to locate a gap in the historiography	Some knowledge of the field and some mention of major historical, archaeological and anthropological approaches and theories	Knowledge of major historical, archaeological and anthropological approaches and theories almost entirely or completely absent
7) Articulation of well-reasoned argument	Fully coherent, developed, and signposted throughout	Clear and coherent with fluent development	Lacking coherence but some clarity	Disjointed with much repetition or almost wholly incoherent and without structure
8) Grammar and spelling	No errors	Some minor typographical errors and /or lapses in grammar	Passable grammar and spelling	Very poor grammar and spelling
9) Style and expression	Exceeds expectations of academic and professional writing or speaking	Meets expectations of academic and professional writing or speaking	Satisfactorily meets expectations	Inappropriate style of writing or speaking
10) Referencing and bibliography	Conforms fully to style required by course instructor	Largely conforms to style required by course instructor	Partly conforms to style required by course instructor	Little attempt to conform to style required by course instructor

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11) Presentation in various media	Exceptionally clear and well presented material	Clear and well presented, showing a good grasp of the topic	Lacks sufficient clarity, only covering some relevant points	Lacks clarity and contains little of relevance to the topic
12) Visual aids	Compelling and interactive use of visual aids	Clear and coherent use of visual aids	Limited use of visual aids or unclear visual aids	Irrelevant or absent use of visual aids
13) Teamwork	Evidence of strong collaboration and strong group synergy	Evidence of good collaboration and some group synergy	Evidence of satisfactory collaborative efforts	Evidence of very weak collaboration or no collaboration involved
14) Historical empathy	Work shows novel insight based on clear historical empathy	Work shows very good evidence of historical empathy	Work shows satisfactory evidence of historical empathy	No evidence of historical empathy leading to incorrect interpretation of sources and/or work is wholly presentist in approach
15) Professional, ethical, and moral practices of historians	Work shows full attention to norms and standards of historical, archaeological and anthropological practice	Work shows clear attention to norms and standards of historical, archaeological and anthropological practice	Work shows no awareness of the norms and standards of historical, archaeological and anthropological practice	Work actively violates norms and standards of historical, archaeological and anthropological practice

Subject to change

Appendix 2: Assessment Criteria for Seminar and Team-based Participation

Types	Rubrics	
Seminar and Team-based Participation	A-range	Student initiates contributions more than once in each seminar, shows enthusiasm, and joins the discussion proactively. Student listens attentively when others present materials and perspectives. Student's comments are insightful and constructive; and balanced between general impressions and opinions, and specific and thoughtful criticisms or contributions.
	B-range	Student initiates contribution once in each seminar and proactively engages the discussion. Comments are mostly insightful and constructive. Occasionally comments are too general or not relevant to the discussion. Student is mostly attentive when others present ideas. Occasionally needs encouragement or reminder from instructor to focus comment.
	C-range	Student engages the discussion but less proactive. Comments are not always relevant to the discussion.
	D and F-range	Student does not show any enthusiasm toward the seminar and is too quiet during the discussion.

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