

**AY24-25 Semester 2**  
**HH4125 Colonial Archaeology of Southeast Asia**

**Lecture:** Wednesday, 10:30-14:20pm

**Venue:** LHS-TR+43 (LHS-B1-09)

Instructor	Office Location	Phone	Email
Goh Geok Yian	HSS-05-09	6513-8163	gygoh@ntu.edu.sg

**Course Content**

This course examines the relationship between art, archaeology, and history in colonial archaeology of Southeast Asia. This course spans the period from 1600 when early colonialism began to impact Southeast Asian societies to 1900. Throughout the course, students will evaluate and critique the impact of European colonialism and imperialism on Southeast Asian societies from trade, technology, intellectual life, religion to art and architecture and political structures and social relations among groups and individuals. This course will present updated new data from the field contributed by archaeologists and other scholars. Students can appraise the value of this new information and use them to determine whether the data support or refute established discourse on colonial Southeast Asia.

List of key topics taught is as follows:

1. Pre-European colonization
2. Colonialism and imperialism
3. Warfare and conflict
4. Urbanization and urban transformation
5. Technology
6. Knowledge production
7. Power relations
8. Religion and social and political transformation
9. Resistance
10. Hybridity versus cosmopolitanism
11. Globalization, glocalization, and localization

**Course Aims**

*Colonial Archaeology of Southeast Asia* provides a focused and close examination of the key questions and issues relating to the colonial period, which corresponds to the time frame between 1500 and 1900. In terms of periodization, the period spans the time from the early modern through the modern historical periods of Southeast Asian history. In the course, students gain an understanding of the objectives, tools and sources of archaeology and history. The course also ensures that students continue to be informed by the goals of archaeology defined by its focus on material culture and close link to history, especially in the study of past cultures, societies and technologies of periods when historical documentation was also available. By examining case studies, images, and readings, the course allows the students to build on what they have learned from the other archaeology and historical archaeology courses such as HH1125, HH2025 and HH2125 to interpret and critically evaluate the information presented in this course. Students will learn to identify and discuss key questions, approaches, methods, and sources related to colonial archaeology at the end of the course. In particular, students will acquire the ability to utilize historical archaeology methodology to analyze the sources of colonial and modern Southeast Asia.

### Intended Learning Outcomes (ILO)

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

1. Identify the key concepts, topics, and issues addressed in colonial archaeology.
2. Describe important events and developments in Southeast Asia from the 1500s until early 1900s.
3. Provide an informed discussion of the range of questions, themes, and issues related to archaeological and historical research on colonial Southeast Asia.
4. Explain and compare the goals and undertakings of colonial archaeology in different parts of Southeast Asia.
5. Formulate an argument on the complementary relationship between history and archaeology and how this connection facilitates the study of colonial and contemporary cultures and communities in Southeast Asia.
6. Critically analyze and use artifacts and other material remains to construct hypotheses regarding colonial Southeast Asia.
7. Assemble and construct an argument regarding the development of colonial archaeology in Southeast Asian archaeology and studies.

### Assessment (includes both continuous and summative assessment)

Component	Weighting	Team/Individual
1. Group Presentations and Discussions	30%	Team/Individual
2. Précis	20%	Individual
3. Participation in class discussions	10%	Individual
4. Research Assignment	40%	Individual or Group (see Section 4)

#### 1. Précis (reflection pieces) - 20%:

Students are required to submit **TWO (2)** short preces/reflection writing (500 words each) during the semester. Each précis should begin with a question. The question and discussion can be informed by one or more of the following considerations:

1. a subject which the student finds interesting which they wish to explore in their précis;
2. a problem which the student feels has been raised in the reading which they think has not been adequately addressed;
3. a common theme which the student notes to be present in more than one reading and the student wishes to compare how the readings have addressed this issue; and
4. an idea or topic which the student considers to be an important takeaway.

**Most importantly**, the précis **must not** be merely a summary of the points of the week reading or topic. The reflection précis must show the student's attempt to relate the reading to each week's

topic, and the student's attempt to critically evaluate a specific topic or topics raised in the reading.

There are two sections to each précis (250 words each):

- a. to be completed prior to the seminar (by Tuesday night before the seminar on Wednesday): the question and the student's thoughts on the subject prior to the seminar meeting, and
- b. to be completed on Friday night, 11:59pm: the student's reflection on their question and their thoughts following the seminar's discussion.

Students will submit their précis assignments (both portions: before and after) to Perusall. Students should title their submissions: namexxx\_precis 1a and namexxx\_precis 1b for their first précis, for instance.

The preces **must not** be on the readings the students choose to present under Point 2. **Group Presentations.**

Note: the précis comprises three parts: 1. Question, 2. Reflection and discussion before Seminar (to be submitted on Tuesday night), and 3. Reflection and discussion after Seminar (to be submitted on Friday night). Matrix for assessment will be shared via NTULearn.

## **2. Group Presentations and Discussions - 30%:**

Students are required to give a total of one (1) 30-45 minute presentation and one (in-class) peer evaluation of another group's presentation (25-30 minutes) during the semester (11 weeks excluding the first seminar which will be a lecture-cum-discussion by the instructor and second seminar and discussion led by the instructor). Students should organize themselves into a group of no more than three persons. The students can select their preferred presentation topic from the list of topics covered in the course **after** Week 2 of the semester. The presenting group is required to present on three readings for their presentation except Week 4 where the group has to present on at least three chapters of one of the books listed. The presenters are encouraged to provide a comparative study of the three readings and relate them to the weekly topic. Each 30-45 minute presentation will be followed by a 10-15 minute question and answer session. Students have to prepare slides for their presentations. Student presenters are expected to lead class discussions.

Each pair/trio of presenters will receive a group score (20%) and an individual score (10%). Peer feedback about individual contributions to the project is taken into account. To do well on the group activity, 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 instructor observations and peer feedback about your contributions to the group project.

Note: Prompt for group presentations and matrix of evaluation will be shared via NTULearn in Week 2.

## **3. Participation in class discussions - 10%:**

Students are expected to participate in class discussions and any activities conducted within the classroom.

## **4. \*Research Assignment Option A (in Pairs) – Group Final Project in a graphic essay format (drawn illustrations and text) 40% (10% - draft sketches and text boxes and bibliography, 10% - presentation on topic [30 minutes], and 20% - final product)**

Students can form a pair/group of two. The text portion should not exceed 2,500 words (briefs as well as dialogue boxes). The topic of this paper must be related to one or several themes examined in this course. Students have to select one or two themes. The draft and bibliography will be due in Week 10 (**March 26, 11:59pm**) and the final product is to be submitted via Turnitin on **April 25, 2025, at 11:59pm**.

Each pair of presenters for **Assignment 4 Option A** will receive a group score (20%) and an individual score (20%). Peer feedback about individual contributions to the project is taken into account. To do well on the group activity, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your partner. However, your individual score may vary based on instructor observations and peer feedback about your contributions to the group project.

**\*Research Assignment Option B (Individual) - 40% (10% - outline and bibliography, 10% - presentation on topic [15-20 minutes], and 20% - final paper)**

Students are required to submit a final research paper of a minimum of 2,500 words and a maximum of 5,000 words, exclusive of citations and bibliography. The topic of this paper must be related to one or several themes examined in this course. Students have to select one or two themes and frame their research question(s) based on the theme(s) they have selected. In the case of the latter, students can do a comparison of two themes. The outline and bibliography will be due in Week 10 (**March 26, 11:59pm**) and the final paper is to be submitted via Turnitin on **April 25, 2025, at 11:59pm**.

The instructor will evaluate the projects on a matrix of measurements, one of which addresses the degree of effort and contribution made by an individual student. The matrix will be conveyed to the class by Week 4 of the semester.

\*Choose one of the two options. These will be compiled together into a graphic/text compendium.

### **Formative feedback**

You will receive formative feedback through written responses to your papers and verbal feedback through in-class comments on students' group presentations and discussion. Generic summative feedback will be given to seminar group presentations and personal specific feedback (to individual written assignments) will be given to individual student.

I will consider the following points when giving comments to students:

1. Provide constructive and positive feedback whenever possible.
2. Return my feedback to students as soon as I can.
3. I will be specific in making suggestions regarding how each student can improve on her/his work.
4. Focus on the students' advancement toward their goal.
5. With respect to presentations and in-class discussions, I will encourage students to express their views freely.

### **Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning
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	outcomes?
Opening brief	The instructor will give a weekly opening brief introducing and providing the context for understanding each week's theme.
Group presentations	Students in the class would select topics they want to present. The presentations provide opportunities for the students to practice public speaking and allow them to hone their presentation skills in a supportive environment. Each presenter will respond to questions and comments from the instructor and the class; he/she would have to think quickly and respond to the questions posed to him/her.
In-class free-style discussions	The students will be encouraged to comment, critique, and make queries on the group presentations. This approach allows students to develop confidence in public speaking and also alert them to the importance of peer feedback.

### Reading and References

Gosden, Chris. *Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present*. Cambridge: Cambridge University Press, 2004.

Hall, Martin and Stephen Silliman (eds.) *Historical Archaeology*. Malden, Oxford, and Victoria: Blackwell Publishing, 2006.

### Course Policies and Student Responsibilities

#### (1) General

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

#### (2) Absenteeism

Group presentations and in-class discussions require students to attend classes in order for them to contribute to the course discussions. Absence from class without a valid reason can affect your 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.

If you miss a class, you must inform the course instructor via email ([gygoh@ntu.edu.sg](mailto:gygoh@ntu.edu.sg)) prior to the start of the class.

#### (3) Penalties for late submission

Penalties will be levied for late submissions unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that they inform the instructor regarding any delay as soon as possible. Students failing to submit an assignment will be denied credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the assignments' submission dates.

#### (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 pertaining to plagiarism that may result in disciplinary procedures.

Students are reminded that copying or using any part of any essay (published and unpublished) and any other written work including another student's essay or written work without citing the author(s) is considered plagiarism. Verbatim citations from other writings must be placed within quotation marks. Students are encouraged to paraphrase sources. Whether quotations and/or paraphrases are used, students are required to cite their sources.

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### **(5) Generative AI**

The use of generative AI software (e.g. ChatGPT) in assignments will be discussed and specified in the course. Where use is permitted, all use of such tools (whether in generating questions, outlines, or in draft production etc) must be declared: students must complete signed declarations and provide paper trail of their use of any GAI tools. This declaration must detail the extent and objectives of such usage, especially the students' rationale for relying on AI software rather than their own capabilities to complete their assignments. Students are also required to cite their use of any AI tools (ChatGPT included).

## **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.

### Planned Weekly Schedule

Week	Topic	Readings/ Activities
Week 1 15 January 2025	General introduction to the subject: key concepts, definitions, topics, persons, questions, problems	Gosden, Chris. <i>Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present</i> . Cambridge: Cambridge University Press, 2004. Chapters 1-3.
Week 2 22 January 2025	Colonies and Colonization Before Colonialism	<p>i. Bellwood, P., J. Fox and D. Tryon. <i>The Austronesians: historical and comparative perspectives</i>. Canberra: ANU E Press, 2006. [<a href="https://press.anu.edu.au/publications/series/comparative-austronesian/austronesians">https://press.anu.edu.au/publications/series/comparative-austronesian/austronesians</a>] <u>Students to read introduction and conclusion and any one chapter they find interesting.</u></p> <p>ii. Majumdar, R.C. <i>Hindu Colonies in the Far East</i>. Calcutta: General Printers, 1944. [A Classic to critique]. [<a href="https://archive.org/details/in.ernet.dli.2015.529999">https://archive.org/details/in.ernet.dli.2015.529999</a>]</p>
Week 3 29 January 2025	<b>Chinese New Year – no class; postponed to the following Wednesday</b>	
Week 4 5 February 2025	The Researchers	<p><u>Students to pick any one of the titles and do reading of at least three chapters of one of these titles.</u></p> <p>i. Bloembergen, Marieke and Martin Eickhoff. <i>The Politics of Heritage in Indonesia: A Cultural History</i>. Cambridge University Press, 2020. [<a href="https://www.cambridge.org/core/books/the-politics-of-heritage-in-indonesia/80C2171423F9A8D8486840A505BF4598">https://www.cambridge.org/core/books/the-politics-of-heritage-in-indonesia/80C2171423F9A8D8486840A505BF4598</a>]</p> <p>ii. Albers, Paulinus C.H. and John de Vos. <i>Through Eugene Dubois' eyes: stills of a turbulent life</i>. Leiden: Brill, 2010. <u>Chapters will be shared via NTULearn.</u></p> <p>iii. Habu, Junko, Peter Lape and John Olsen (eds.) <i>Handbook of East and Southeast Asian Archaeology</i>. New York: Springer 2017: Part I: History and Practice, pp. 79-156. [Access via NTU Library]</p>

		<p>iv. Schnitger, F.M. <i>Forgotten Kingdoms of Sumatra</i>. With introduction by John Miksic. Singapore: Oxford University Press, 1989. <u>Chapters will be shared via NTULearn.</u></p> <p>v. Theunissen, Bert. <i>Eugene Dubois and the Ape-Man from Java: The History of the First "Missing Link" and Its Discoverer</i>. Netherlands: Springer, 1990. <u>Chapters will be shared via NTULearn.</u></p> <p><u>Supplementary readings:</u>  South, Stanley. (ed.) <i>Pioneers in Historical Archaeology: Breaking New Ground</i>. New York: Springer, 1994: selected chapters. [Ebook available via SpringerLink via NTU Library]</p> <p>Shipman, Pat. <i>The Man Who Found the Missing Link: Eugene Dubois and His Lifelong Quest to Prove Darwin Right</i>. New York: Simon and Schuster, 2001.</p>
<p>Week 5 12 February 2025</p>	<p>The Methods</p>	<p><u>Students to select two chapters they would like to read from either Reading i or ii and Reading iii.</u></p> <p>i. Archer, Steven and Kevin Bartoy (eds.) <i>Between Dirt and Discussion: Methods, Methodology, and Interpretation in Historical Archaeology</i>. New York: Springer, 2006. <u>Chapters will be shared via NTULearn.</u></p> <p>ii. Hanson, William and Ioana Oltean (eds.) <i>Archaeology from Historical Aerial and Satellite Archives</i>. New York: Springer, 2013. <u>Chapters will be shared via NTULearn.</u></p> <p>iii. Miksic, John. "Historical Archaeology in Southeast Asia", <i>Historical Archaeology</i> 51 (2017): 471-486.</p>
<p>Week 6 19 February 2025</p>	<p>Location: The Site Complex</p> <p><b>Archaeology field excursion: details to be announced</b></p>	<p><u>Students to do these readings in their own time, and consider submitting one of their préces for this week:</u></p> <p>i. Croucher, Sarah and Lindsay Weiss (eds.) <i>The Archaeology of Capitalism in Colonial Contexts: Postcolonial Historical Archaeologies</i>. New York: Springer, 2011. <u>Chapters will be shared via NTULearn.</u></p> <p>ii. Novida Abbas. "Dutch Forts of Java: a locational study." MA Thesis, NUS Southeast Asian Studies Programme, 2001: selected chapters. <u>Chapters will be shared via NTULearn.</u></p> <p>iii. Lape, Peter. "A Highway and a Crossroads: Island Southeast Asia and Culture Contact Archaeology." <i>Archaeology in Oceania</i> 38, 2 (2003): 102-109.</p> <p>iv. Tantivess, Nicha, and David Edelman. "The Urban Spatial Pattern of the Pseudo-Colonial City in Southeast Asia: A Case Study of the Eastern Area of Bangkok, Thailand, during the Thai-Imperialism Period (1855-1932)." <i>Journal of Urban History</i> (2021).</p>



<p>Week 7 26 February 2025</p>	<p>Location: The Household</p>	<p><u>Students to present on the three readings:</u></p> <p>i. Adams, Ron L. "Household Ethnoarchaeology and Social Action in a Megalith-Building Society in West Sumba, Indonesia." <i>Asian Perspectives</i> 58, 2 (2019): 331-365.</p> <p>ii. Carlson, David and Amy Jordan. "Visibility and Power: Preliminary Analysis of Social Control on a Bandanese Plantation Compound, Eastern Indonesia." <i>Asian Perspectives</i> 52, 2 (2013): 213-243.</p> <p>iii. Haines, Julia Jong. "Mauritanian indentured labour and plantation household archaeology." <i>Azania</i> 55, 4 (2020): 509-527.</p> <p><u>Supplementary reading:</u> Barile, Kerri and Jamie Brandon (eds.) <i>Theorizing the Domestic Sphere in Historical Archaeology</i>. Tuscaloosa: The University of Alabama Press, 2004: selected chapters. <u>Chapters will be shared via NTULearn.</u></p>
<p>3-7 March 2025 RECESS WEEK</p>		
<p>Week 8 12 March 2025</p>	<p>The Artifacts</p> <p><b>Archaeology lab excursion</b></p>	<p><u>Students to do these readings in their own time, and consider submitting one of their préces for this week:</u></p> <p>i. Andren, Anders. <i>Between Artifacts and Texts: Historical Archaeology in Global Perspective</i>. New York: Springer, 1998. <u>Two chapters will be uploaded to NTULearn.</u></p> <p>ii. Sinopoli, Carla, Stephen Dueppen, et al. "Characterizing the Stoneware "Dragon Jars" in the Guthe Collection." <i>Asian Perspectives</i> 45, 2 (2006): 240-282.</p> <p>iii. Yankowski, Andrea. "Salt Making and Pottery Production: Community Craft Specialization in Alburquerque, Bohol, Philippines." <i>Ethnoarchaeology</i> 11, 2 (2019): 134-154.</p>
<p>Week 9 19 March 2025</p>	<p>The Environment</p>	<p><u>Students to pick any one of the titles and do reading of at least two chapters of Reading i and Reading ii.</u></p> <p>i. De Souza, Marcos A.T. and Diogo M. Costa (eds.) <i>Historical Archaeology and Environment</i>. New York: Springer, 2018: selected chapters.</p> <p>ii. Amano, Noel, Greg Bankoff, et al. "Archaeological and historical insights into the ecological impacts of pre-colonial and colonial introductions into the Philippine Archipelago." <i>Holocene</i> 31, 2 (2021): 313-330.</p>
<p>Week 10 26 March 2025</p>	<p>Consumption Patterns</p>	<p><u>Students to do reading of at least two chapters of Reading i and Reading ii.</u></p> <p>i. Spencer-Wood, Suzanne (ed.) <i>Consumer Choice in Historical Archaeology</i>. New York: Springer, 1987: selected chapters.</p>

		<p>ii. Li Min. "Fragments of Globalization: Archaeological Porcelain and the Early Colonial Dynamics in the Philippines." <i>Asian Perspectives</i> 52, 1 (2014): 43-74.</p>
<p>Week 11 2 April 2025</p>	<p>The Entanglements</p>	<p>Students to read <b>two chapters</b> of Reading i and either <u>Reading ii or Reading iii.</u></p> <p>i. Der, Lindsay and Francesca Fernandini (eds.) <i>Archaeology of Entanglement</i>. London and New York: Routledge, 2016. <u>Two chapters will be uploaded to NTULearn.</u></p> <p>ii. Acabado, Stephen. "The Archaeology of Pericolonialism: Responses of the "Unconquered" to Spanish Conquest and Colonialism in Ifugao, Philippines." <i>International Journal of Historical Archaeology</i> 21 (2017): 1-26.</p> <p>iii. McKay, Deirdre and Padmapani L. Perez. "Plastic masculinity: How everyday objects in plastic suggest men could be otherwise." <i>Journal of Material Culture</i> 23, 2 (2018): 169-186.</p> <p><u>Supplementary reading:</u> Voss, Barbara. <i>The Archaeology of Ethnogenesis: Race and Sexuality in Colonial San Francisco</i>. Berkeley: University of California Press, 2008: selected chapters. <u>Chapters will be uploaded.</u></p>
<p>Week 12 9 April 2025</p>	<p>Contents of Contention: Restitution, Repatriation, Reclamation</p>	<p><u>Students to read at least three chapters of either Reading i or Reading ii.</u></p> <p>Tythacott, Louise and Panggah Ardiyansyah (eds.) <i>Returning Southeast Asia's Past: Objects, Museums, and Restitution</i>. Singapore: NUS Press, 2021. <u>Chapters will be uploaded.</u></p> <p>Hauser-Schaublin, Brigitta and Lyndel V. Prott. <i>Cultural Property and Contested Ownership: The trafficking of artefacts and the quest for restitution</i>. London and New York: Routledge, 2016: selected chapters. <u>Chapters will be uploaded.</u></p> <p><u>Supplementary for discussion:</u> Atalay, Shannon, and Swogger. <i>Journeys to Complete the Work</i>. NAGPRA Comics, 2017.</p>
<p>Week 13 16 April 2025</p>	<p>Research Projects</p>	<p>Student Presentations</p>