

**ANTH 345 ARCHAEOLOGY OF EAST ASIA**  
**Winter 2016 (CRN 26265)**

**Time & Place:** Lectures at 221 McKenzie Hall, 12:00–1:50 pm on Mon & Wed  
**Instructor:** Prof. Gyoung-Ah Lee  
254 Condon Tel. 346-4442 [galee@uoregon.edu](mailto:galee@uoregon.edu)  
**Office Hours:** 11:00–11:50 pm on Mon & Wed  
**Textbook:** Barnes, Gina L. 2015) Archaeology of East Asia: The Rise of Civilization in China, Korea, and Japan. Oxbow Books, Cambridge and Philadelphia

\* *Read the 'Syllabus' and 'Course Requirement' (uploaded on Campus). Check your email (uoregon account) for course announcements.*

**Description**

This course is designed as an introduction to the prehistoric and early historic societies in East Asia, mainly China, Korea, and Japan. Archaeological discoveries demonstrate a shared heritage of great historical depth in East Asia. Students will gain knowledge of the cultures and histories of each region under study, as well as broad-ranging subjects, including technological development, cultural exchange, state formation, and issues of identity in archaeology.

**Objectives**

Students will be challenged to critically review issues on human adaptation, cultural diversification, ethnicity, and social interactions across East Asia. Specific goals are listed below.

Demonstrate core knowledge of the prehistory of China, Japan, and Korea with identification of:

- the cultural chronology of each region
- the geographic location of cultures and archaeological sites
- artifact assemblages associated with specific cultures

Integrate data from the course to develop a considered perspective on major issues by:

- explaining the affects of cross-cultural interactions in Korea, China, and Japan, as shown in the archaeological record
- comparing debates surrounding the issues covered in lectures, sections, and readings
- critically evaluating how local intellectual ideologies and current social/political intentions may affect the consideration of these issues

**Evaluation Criteria**

Specifics	A total points out of 100%
Lecture participation	20%
Exam 1 on Jan 25/Exam 2 on Feb 10/Exam 3 on Mar 2	20% each
Group presentation on Mar 9 & a write-up (Mar 11)	20%

- There won't be a curve. Final letter grades for the course will be determined as follows:  
A+ ≥ 97%    A ≥ 93%    A- ≥ 90%    B+ ≥ 87%    B ≥ 83%    B- ≥ 80%  
C+ ≥ 77%    C ≥ 73%    C- ≥ 70%    D+ ≥ 67%    D ≥ 63%    D- ≥ 60%    F < 60%
- If the course is taken P/NP, 70% or higher (C- minimum) is required to pass the class.
- **A+** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.
- **A** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

- **B** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- **C** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
- **D** Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- **F** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

**Lecture Participation**

Marking scheme: 10% for attendance (0.5 per attendance)+5 % for active participation+5% for reading summaries

Active participation is essential to understanding the course material. Your participation involves attentive listening, staying on task, and being courteous to your fellow students. Students are expected to attend every class. If you have a valid academic or personal conflict with a class meeting (see the *Course Requirement* document), inform the instructor as early as possible to arrange a make-up assignment for your missed class.

Students will bring hard copies of 5 summaries to the class before each lecture of your choice. Each summary should meet the following conditions:

- Describe the most important theme(s) in each reading assigned for the lecture.
- The reading summary contains 200 words in total for all the articles assigned in each lecture. For example, if there are three readings, you will summarize all three in 200 words.
- Provide questions and discussion topics at the end of summary. A word limit does not include questions and topics.
- Students will discuss the topics selected from reading summaries or by the instructor in each lecture for 10-15 min.

**Exams**

Each exam will be held in class and consist of five short-answer questions (approximately a half page of the answer sheet). The contents of lectures /sections and reading materials will be subject to the questions in the exam. You are required to bring your photo ID (e.g., UO ID, driving licence) to the exam. The availability of make-up exams is at the discretion of the instructor.

Exam	Content	Format
1	reviewed from Jan 4 to Jan 20	4 short answer questions (5% each)
2	reviewed from Jan 27 to Feb 8	4 short answer questions (5% each)
3	reviewed from Feb 15 to Feb 29	4 short answer questions (5% each)

**Group Presentation**

Three to four students will form a group for a 10-minute presentation on East Asian archaeology in the last class on Mar 9. The presentation and write-ups are expected to integrate concepts from the course and readings, but should focus on a specific topic in greater detail, to demonstrate the student’s ability to critically assess the subjects. Potential topics include the following. Each group should include at least three references of academic source in addition to those assigned for lectures and/or sections. Each student is also individually responsible for producing a short write-up (2 pages of a double-spaced, letter-sized paper in a 1” margin, 12 font, including references cited) on your presentation project. The write up should be uploaded to Campus (Module>Presentation write-ups) by Mar 11 (Friday). By Week 8, discuss a topic and relevant references with the groups and the instructor.

- Discuss debates on origins of food production in East Asia with a specific regional or topical focus.

- Evaluate the general theories proposed for state formation using the East Asian archaeological data.
- Discuss how settlement systems and/or mortuary patterns reflect social complexity and class differentiation with archaeological evidence from East Asia.
- Discuss cultural interaction across China, Japanese islands and the Korean peninsula (focusing on a particular period) with archaeological evidence and evaluate how these interactions influenced development of social complexity.
- Evaluate models proposed regarding the origins of Japanese society (ethnogenesis).
- Discuss gender aspects manifested in the East Asian archaeological record.
- Other topics on East Asian archaeology need to be proved by the instructor.

A presentation should include:

- Title: showing the period, region, and subjects examined.
- Key concepts.
- Current controversial arguments.
- Archaeological evidence, records.
- Conclusion: Your critical assessment of each argument.
- References cited.
- Write your name on the slides that you make.

Late write-ups will be docked 2% of each assignment mark per day, including weekend days (e.g., 2 day late penalty=30\*0.02\*2=1.2), unless a valid academic or personal excuse is provided.

Plagiarism is a serious academic offense. Read carefully the following guidelines to avoid plagiarism:

<http://libweb.uoregon.edu/guides/plagiarism/students/?tab=5>

### Readings

- Uploaded at Campus>Modules>Readings folder.
  - Lee (2012, a reference pdf file titled the *Oxford Companion 2012, Barnes, Crawford, Lee*) is a succinct summary of archaeological findings in Korea. You can read this chapter prior to every lecture on Korea.
- Barnes, G. L. 2012. Japan and Korea: Early States of Japan and Korea. In *Oxford Companion to Archaeology*, pp. 1-4. Oxford University, Oxford. A reference pdf file titled the *Oxford Companion Barne, Crawford, Lee*.
- Crawford, G. W. 2008. The Jomon in early agriculture discourse: issues arising from Matsui, Kanehara and Pearson. *World Archaeology* 40(4): 445–465.
- . 2012. Japan and Korea: Japan. In *Oxford Companion to Archaeology*, pp. 4-8. Oxford University, Oxford. A reference pdf file titled the *Oxford Companion 2012, Barnes, Crawford, Lee*.
- Hudson, M. J. 1999. Biological anthropology and the dual-structure hypothesis. In *Ruins of Identity: Ethnogenesis in the Japanese Islands*, pp. 59-81. University of Hawai'i Press, Honolulu
- Jones, M. and Liu, X. 2009 Origins of agriculture in East Asia. *Science* 324: 730-731.
- Kobayashi, T. 2004. Ch. 1. Introduction & Ch. 2. The beginnings of the Jomon revolution. In: *Jomon Reflections: Forager Life and Culture in the Prehistoric Japanese Archipelago*. S. Kaner and O. Nakmura (eds), pp. 1-17. Oxbow Books. Oxford.
- Lee, G.-A. 2012. Japan and Korea: Korea. In *Oxford Companion to Archaeology*, pp. 8-16. Oxford University, Oxford. A reference pdf file titled the *Oxford Companion 2012, Barnes, Crawford, Lee*.
- Liu, L. 2004. Ch. 1. Setting the scene. In *The Chinese Neolithic: Trajectories to Early States*, pp. 1-18. Cambridge University Press, Cambridge.
- . 2009. State emergence in early China. *Annual Review of Anthropology* 38: 217-32.
- National Research Institute of Cultural Heritage (NRICH) (ed.) 2012. *Journal of Korean Archaeology 2005–2010*. National Research Institute of Cultural Heritage Press, Seoul

## Weekly Schedule

Date	Subjects	Readings
1/4	Course overview. Geography & environment of East Asia; Overview of key archaeological terms related to the course	TB (preface)
1/6	Introduction to East Asian archaeology	TB (Chs. 1, 2)
1/11	The Paleolithic culture	TB (Chs. 3, 4)
1/13	Emergence of Neolithic villages in China	TB (Ch. 6, pp. 135-156); Liu 2004 (Ch. 1)
1/18	<b>No class (MLK holiday)</b>	
1/20	Neolithic interactions & social complexity in China	TB (Ch. 7), Liu 2009
1/25	<b>Exam 1</b>	
1/27	Origin of Asian crops	TB (ch. 5 pp. 116-125); Jones & Liu 2009
2/1	Northern Chinese early states: Erlitou-Shang- Zhou	TB (chs. 8, 9)
2/3	Korean Neolithic Age, Chulmun culture	TB (Ch. 5 pp. 97-115); Lee 2012; NRICH 2012 (pp. 28-41)
2/8	Korean Bronze age, Mumun culture	TB (Ch. 11 pp. 255-269); Lee 2012; NRICH 2012 (pp. 43-59)
2/10	<b>Exam 2</b>	
2/15	Development of Chiefdom and proto-states in Korea	TB (Ch. 13), NRICH 2012 (pp. 60-85), Lee 2012
2/17	Korean early historical Three Kingdoms	TB (Ch. 14); Crawford 2008; NRICH 2012 (pp. 87-153)
2/22	Long tradition of Neolithic Jomon Japan	TB (Ch. 5 pp. 97-115); Kobayashi 2004
2/24	Yayoi culture and Japanese ethno genesis.	TB (Ch. 11 pp 270-284, Ch. 13 pp 323-330); Crawford 2012 (pp. 4-8); Hudson 1999
2/29	Entanglement of early historical China, Korea & Japan	TB (Chs. 13, 14); Barnes 2012 (pp. 1-4)
3/2	<b>Exam 3</b>	
3/7	Wrap up the course; group discussion on presentation	
3/9	<b>Group presentation</b>	

- The schedule is subject to change.