

Anthropology 346: Southeast Asian Archaeology



Dr. Alison Carter

Office: Condon Hall 255

Drop-In Hours: Mon/Wed 3:30-4:30 or
by appointment

Email: acarter4@uoregon.edu

- She/her/hers pronouns
- You can call me Dr. Carter or Professor Carter

Class Meeting:

Monday and Wednesday

10:00-11:20pm

Condon 106

Cambodian archaeologists work on excavating an archaeological feature in Battambang, Cambodia.

Course Description:

The term Southeast Asia encompasses an environmentally and culturally diverse region. This course will provide an overview of the archaeology of Southeast Asia, exploring the origins and development of Southeast Asian cultural diversity, while also considering the factors and heritage that unite this region. The subject matter of this course is broad, covering a time span from the late Pleistocene/early Holocene to the early second millennium CE. The primary geographic focus includes the modern nations of mainland Southeast Asia: Cambodia, Laos, Malaysia, Myanmar, Thailand and Vietnam. However interactions with countries in island Southeast Asia (e.g. Indonesia, Philippines, Singapore) are also considered. Throughout this course, students will develop an appreciation for the deep heritage in Southeast Asia, which is essential knowledge for understanding current social and cultural issues. In order to accomplish this goal, the course is designed to provide students an opportunity to explore various questions including:

- Who were the first Southeast Asians and what was life like for the diverse groups of hunter-gatherers living in Southeast Asia?
- Why do so many people in Southeast Asia farm rice? How did rice farming begin in Southeast Asia and what was life like in an early rice farming village?
- What was the impact, timing, and movement of bronze technology into the region and what consequences did this new technology have on local communities? How did this vary across space?
- How were Southeast Asian people impacted by proto-globalization and what were the diverse and complex ways that indigenous populations adopted and adapted beliefs from South Asia and East Asia into their pre-existing cultural systems?
- How did the Angkorian state emerge and expand to cover much of mainland Southeast Asia at the end of the first millennium CE? How was Angkor organized and what was life like for non-elite people living during the Angkorian period?
- How does archaeological heritage contribute to nationalism and identity in contemporary Southeast Asia?

What I want you to get out of this course:

- An understanding of the basic historical sequence in mainland Southeast Asia from modern humans to the development of state-level societies.
- Be able to identify and describe the major archaeological sites and cultures in mainland Southeast Asia.
- Be able to analyze the major debates in Southeast Asian archaeology and evaluate the archaeological evidence driving these debates.
- Demonstrate the ability to critically read academic journal articles and locate and critically evaluate peer-reviewed research on the archaeology of Southeast Asia.



READINGS AND COURSE RESOURCES: Announcements, assigned readings, materials from class lecture, grades, and other course information will be posted on Canvas. **You are responsible for regularly checking the course page for announcements and course materials.** Be sure your Canvas settings allow you to receive emails/announcements about class.

WHAT IF I MISS CLASS?

I understand a wide variety of factors may cause you to miss class and for this reason have built in flexibility regarding attendance, offering 3 free absences from class and the opportunity to make up an additional fourth absence (see below). Please note that I typically do not offer “excused” absences unless you are missing class due to a religious observance OR for an activity related to an integral part of your university education (e.g. a conference or class field trip). Such absences should be discussed in advance and valid documentation should be provided. If you are having a crisis that will cause you to miss multiple classes and need accommodations, please contact Dr. Carter ASAP (see “Life Happens” on p.3) If you miss class you are responsible for catching up on missed course material. I recommend the following:

- Make sure you have done the assigned readings and completed any missed assignments.
- Discuss missed course content with your peers
- Check Canvas for associated notes/review sheets and other materials.
- Talk to Dr. Carter during drop-in hours to discuss any additional questions.

Will you share your PowerPoints?

I do not post PowerPoints online or give copies to students in 300/400-level courses because I am mean and cruel, mwahahah! Actually, studies show that students learn less when relying on PowerPoints. I want to ensure your success in class and will therefore provide handouts and other tools to assist with your learning. If you find you want to review PowerPoint slides from class, you are welcome to do so during my office hours.

INCLUSION STATEMENT

The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance.

If you feel that you have encountered discrimination or harassment, you may approach me and/or contact the Office of Affirmative Action & Equal Opportunity (<http://aeo.uoregon.edu>, 541-345-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

I support all students regardless of immigration status or country of origin. For more information or resources please visit the UO Dreamers page: <https://blogs.uoregon.edu/dreamers>.

STUDENTS NEEDING SPECIAL ACCOMMODATIONS

Students needing special accommodations for this course, including but not limited to testing accommodations, should contact Dr. Carter as soon as possible so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity.

Please notify Dr. Carter if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or through their website at <http://aec.uoregon.edu/>

Life Happens

I understand that sometimes there are unexpected issues that happen throughout the term including serious illness, family emergencies, and employment or child-care challenges. For this reason, we have built in flexibility to the course regarding absences, handing in assignments late, and dropping low scores for some assignments. However, should something occur that will cause you to miss large portions of class or require additional accommodations **please let Dr. Carter know as soon as possible.** I am open to discussing alternative accommodations, but arrangements should be made as soon as possible during the term. We cannot guarantee that accommodation requests can be honored at the end of term. Please remember you can also contact the Dean of Students if you need additional help: <https://dos.uoregon.edu/help>

CLASS ETIQUETTE AND COMPUTER USE

Disruptions during class affect the learning experience of everyone in the room. Please be prepared to turn your cell phone and other electronic gadgets off and sit through the entire lecture. Laptop computers and tablets can be very distracting for students around you. For this reason, we ask that people using laptops/tablets for taking notes **sit in the last rows of class** (where you will be less distracting to the students around you) and use them only for taking course notes. If I feel that you are disruptive to your fellow students' learning experience by violating classroom etiquette or computer use policies or other behavior, you may be asked to leave the room.

Assignments and Evaluation		
	Percentage of Total Grade	Due Date
Attendance and participation in class.	7% (14 x .5% = 7%)	Throughout the quarter
Syllabus quiz – to be taken on Canvas	1%	Complete on Canvas by January 20 th at 11:59pm
Create a Southeast Asian archaeology meme	2%	Can be completed at any point throughout the term, but final deadline is March 11 th at 10am.
Reading Reflections (students must complete 4 of these)	4 x 5% =20%	Throughout the quarter. Submit on Canvas by 9am of the assigned date.
Midterm Exam. 2-hour midterm exam taken on Canvas.	20%	Complete on Canvas by 11:59pm on Sunday, February 9th.
Group Research Project	50%	Various, see below.
Total	100%	

Attendance in class: Recording of attendance will begin on January 13 and there are 17 class meetings where attendance will be taken. Attendance and participation in each class meeting is worth ½ percent of your total grade for the class. Attendance requires arriving on time and staying through the end of the class meeting; participation requires engagement in class lecture and participating in discussion (e.g. not falling asleep, using your phone, or being on distracting websites). Your three (3) lowest scores (i.e. absences) will be dropped (14 class meetings x 0.5% = 7% of your total grade). *An additional fourth absence can be made up by completing one additional Reading Reflection.* Class attendance is not excused except in the case of religious observances and certain university-sponsored events. Students with a serious emergency or life event that will cause multiple absences should Dr. Carter within immediately to discuss accommodations.

Syllabus Quiz: A syllabus quiz on the course syllabus and policies will be posted on Canvas and should be completed by Monday, January 20th at 11:59 pm. This is worth 2% of your total grade for the course.

Create a Southeast Asian archaeology meme: For this assignment you will create a meme related to a topic/theme from class. This assignment can be completed at any point throughout the term, but the final deadline to receive full credit is the final class meeting on March 11th. The assignment can be handed in within 24 hours of the due date for a 10% point deduction and by the date of the final exam for a 25% point deduction. This assignment will not be accepted after March 17th.

Reading Reflections: Throughout the term there will be Reading Reflections that will ask you to reflect on specific questions related to the assigned reading for that day. Specific details will be posted on Canvas. There are 11 possible Reading Reflections throughout the term, and students will need to pick four (4) of them to complete. *Students can pick any four dates, but at least one (1) Reading Reflection must be completed before the midterm exam and at least one (1) must be completed after the midterm.* Reading Reflections must be submitted on Canvas by 9am of the due date to be eligible for full-credit. Reading Reflections can be submitted with 24 hours of the due date for a 10% point deduction and by March 13th for a 25% point deduction. Reading Reflections will not be accepted after March 13th.

Midterm Exam: The midterm exam will be taken on Canvas during Week 5. The exam will be open-book/open-note and available starting on Wednesday, February 5 at Noon and must be completed by Sunday, February 9th at 11:59pm. Once started, you will have two hours to complete the exam and the exam must be completed in this window. The exam will cover content from class between January 6-February 5. Exams will include a mix of short answer/essay questions, as well as multiple-choice, fill-in-the-blank, and map questions. The exam is worth 20% of your total grade.

Group Research Project: Dr. Carter has recently taken in a collection of looted antiquities from Cambodia and Thailand. This collection was donated by a collector who obtained them while in Southeast Asia in the 1990s/2000s and wants to return them. As part of the repatriation process, we must work to catalogue and document the collection and I am excited to involve students in this process! There are a variety of materials in this collection and you will be divided into small groups to work on researching the collection and producing an academic poster that displays your findings. You will also write a reflection paper on this process and what you learned. The activities related to the group project are as follows:

Activity	Date/deadline	Grading
Questionnaire. Fill out questionnaire stating your preference for which artifacts you will study. Dr. Carter will use this to create small groups.	During class on January 29 th	N/A
Action Plan. Meet with small group classmates to discuss components of group project and how work will be divided. Work together on Action Plan form.	Time to meet in class on February 10. Group action plan should be submitted to Dr. Carter by February 17 at 10am.	3% of total grade
Annotated Bibliography. Small group members will produce an annotated bibliography of five (5) academic/scholarly sources about their artifacts.	Submit on Canvas by February 26 at 10am. Only one document per group needed. See specific instructions on Canvas.	10% of total grade
In-class planning meeting.	Time will be given in class on March 4 th for small groups to work on project.	N/A
Final Poster. Small groups will produce an academic poster detailing their artifacts.	Final poster is due March 17 th at 10am. Only one poster per group should be submitted via Canvas.	20% of total grade
Final Poster Presentation. Small groups will present their poster to the class during the Final Exam time.	Presented in class on March 17 th from 10:15am-12:15pm	10% of total grade
Final Project Reflection. Written reflection on the group project.	Submit on Canvas by 11:59pm on March 17 th .	7% of total grade
Total		50% of total grade

Grading Scale and Performance Expectations

I do not anticipate a curve for this class. The grading scale to be used is as follows:

A+ = 97-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A = 93-96.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
A- = 90-92.9%	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
F = < 59.9%			

If the class is taken P/NP, a C- or higher is required to pass the course

Expected levels of performance:

- 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.

ACADEMIC INTEGRITY AND PLAGIARISM

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: researchguides.uoregon.edu/citing-plagiarism.

Plagiarism is a serious academic offense. Read carefully the following guidelines to avoid plagiarism:
<http://libweb.uoregon.edu/guides/plagiarism/students/?tab=5>

COPYRIGHT NOTICE

This class, including, material on the Canvas site is for your use in this class. It is not for posting or sale. Notetaking for sale or use of class materials for sale is illegal (see additional information posted on Canvas). Copyright warning: The course Canvas site contains copyrighted works that are included with permission of the copyright owner, or under exemptions provided by U.S. Copyright Law (Sections 110, and/or 107). Copying of any of these copyrighted works is prohibited.

Course Schedule and Readings

All readings should be completed before class on the date to which they are assigned

Syllabus subject to change

Week 1: Introduction and Background

1. Monday, January 6: Course introduction, syllabus, and map exercise

Class Goals:

- Evaluating what you know about Southeast Asia
- Evaluating what you know about archaeology
- Familiarizing yourself with the countries and important geographic features of Southeast Asia
- Familiarize yourself with archaeology and how archaeologists undertake archaeological research. We'll also review important archaeological terms and concepts

2. Wednesday, January 8: Background on the archaeology of Southeast Asia

- Higham, Charles. 2014. *Early Mainland Southeast Asia : From first humans to Angkor*. River Books, Bangkok. Chapter 1, pp. 9-17.
- Bellwood, Peter and Ian C. Glover. 2004. Foundations for an archaeological history. In *Southeast Asia: From Prehistory to History*, edited by I. Glover and P. Bellwood, pp. 4-20. RoutledgeCurzon, New York.

Class Goals:

- Become familiar with the environmental and cultural diversity of mainland Southeast Asia.
- Become familiar with the chronology of prehistory and early history in Southeast Asia

Week 2: Hunter-gatherers and early farmers

1. Monday, January 13: Hunter-gatherers in Southeast Asia

- Higham, Charles. 2013. Hunter-gatherers in Southeast Asia: From prehistory to the present. *Human Biology* 85(1-3):21-44.
- Bowdler, Sandra. 2008. "Hoabinhian and Non-Hoabinhian." Pp. 59-66 in *From Homo Erectus to the Living Traditions. Choice of Papers From the 11th International Conference of the European Association of Southeast Asian Archaeologists*, edited by Jean-Pierre Pautreau, Anne-Sophie Coupey, Valery Zeitoun and Emma Rambault. Chiang Mai, Thailand: Siam Ratana
 - In class exercise: reading an academic article

Class Goals:

- Understand the diversity of lifeways of early hunter-gatherers and how archaeologists study hunter-gatherers in tropical environments.
- Consider what is the Hoabinhian and how archaeologists define this term.
- Review the major components of an academic article and consider how to critically read and evaluate an article.

2. Wednesday, January 15: Case Study – Khok Phanom Di

- Higham, Charles. 2017. First Farmers in Mainland Southeast Asia. *Journal of Indo-Pacific Archaeology* 41:13-21.
- Higham, Charles. 2014. *Early mainland Southeast Asia : From first humans to Angkor*. River Books, Bangkok. Chapter 3, pp. 81-97
 - In Class film: *The Princess of Khok Phanom Di*
- **Reading Reflection #1 due at 9am**

Class Goals:

- Understand the movement of rice farmers into Southeast Asia
- Examine the archaeological evidence for interaction between rice farmers and hunter-gatherer populations in Southeast Asia and specifically the importance of the site of Khok Phanom Di.

Week 3: The Bronze Age

1. **Monday, January 20: No Class – Martin Luther King Jr. Holiday**
 - → Syllabus quiz due today at 11:59pm
2. **Wednesday, January 22: The Bronze Age in Thailand – Debates!**
 - White, Joyce C. 2018 Ban Chiang, Northeast Thailand, and the Archaeology of Prehistoric Metallurgy. In *Ban Chiang, Northeast Thailand, Volume 2A: Background to the Study of the Metal Remains*, edited by Joyce C. White, and Elizabeth G. Hamilton, pp. 1-20. University of Pennsylvania Press, Philadelphia.
 - Higham, Charles. 2011. "The Bronze Age of Southeast Asia: New Insight on Social Change From Ban Non Wat." *Cambridge Archaeological Journal* 21:365-389
 - White, Joyce C. 1995. Incorporating Heterarchy into Theory on Socio-Political Development: The Case from Southeast Asia. In *Heterarchy and the Analysis of Complex Societies*, edited by R. Ehrenreich, C. Crumley, J. Levy and W. Fitzhugh, pp. 101-123. Number 6 ed. American Anthropological Association, Arlington, Va.

Class Goals:

- Understand the major issues related to the timing and movement of bronze technology in Southeast Asia.
- Consider different interpretations about Bronze Age socio-political organization including evidence for heterarchy and emerging hierarchy.
- Be able to critically evaluate the archaeological evidence for related to both sides of these debates.
- **Reading Reflection #2 due at 9am**

Week 4:

Monday, January 27: The Archaeology of Early Contact with South Asia

- Carter, Alison Kyra and Nam C. Kim. 2017. Globalization at the Dawn of History: the Emergence of Global Cultures in the Mekong and Red River Deltas. In *The Routledge Handbook of Archaeology and Globalization*, edited by T. Hodos, pp. 730-750. Routledge, New York.
- Bellina, Berenice and Ian Glover. 2004. The Archaeology of Early Contact with India and the Mediterranean World, from the Fourth Century BC to the Fourth Century AD. In *Southeast Asia: From Prehistory to History*, edited by I. Glover and P. Bellwood, pp. 68-87. RoutledgeCurzon, New York.
- **Reading Reflection #3 due at 9am**

Class Goals:

- Discuss evidence for early contact with South Asia
- Consider the nature of contact with South Asia and its impact on Southeast Asia
- Review the basics of Hinduism and Buddhism

2. Wednesday, January 29: Ban Chiang collection at the Museum of Natural and Cultural History.

→Class will meet University of Oregon Museum of Natural and Cultural History
1680 E. 15th Ave. ←

- White, Joyce. 1982. *Ban Chiang: discovery of a lost Bronze Age*. The University Museum, University of Pennsylvania, Philadelphia. Read pages 12-51.
 - In-class: Questionnaire regarding final group project

Class Goals:

- This class provides an opportunity to look at real archaeological material from the Bronze-Iron Age site of Ban Chiang! You will become familiar with the different artifacts and consider issues related to looting and collecting.

Week 5:

1. **Monday, February 3: Guest Lecture from Dr. Carmen Sarjeant**

- Sarjeant, Carmen 2014 Mental Templates and Ceramic Manufacture at Neolithic An Son, Southern Vietnam. *Cambridge Archaeological Journal* 24(02):269-288.

2. **Wednesday, February 5: Guest Lecture from Dr. Sarah Klassen**

- Assigned reading TBA

Class Goals

This week we'll hear from two guest speakers who are doing cutting edge research on Southeast Asian archaeology. For these classes I want you to consider how they did their research as well as their major conclusions.

→Complete Midterm Exam on Canvas by 11:59pm on Friday, Feb 7th ←

Week 6:

1. **Monday, February 10: The Pyu of Myanmar**

- Murphy, Stephen, and Win Kyaing 2016 The Pyu: An Ancient Civilization of Upper Myanmar. In *Cities and Kings: Ancient Treasures from Myanmar*, edited by Stephen Murphy, pp. 22-33. Dominie Press Pte Ltd, Sigapore.
- Stargardt, Janice. 2005. Death Rituals of the Late Iron Age and Early Buddhism in Central Burma and South-East India –whose norms, whose practices? In *Im Dickicht der Gebote: Studien zur Dialektik von Norm und Praxis in der Buddhismusgeschichte Asiens*, edited by P. Schalk, pp. 407-433. Uppasala Universitet, Uppasala.
 - In Class: Group Project – time to meet in class and complete action plan document.
- **Reading Reflection #4 due at 9am**

Class Goals:

- Consider the nature of Indian influence on early complex societies in Myanmar. How are Indian ideas and cultural traits adapted and how does this change over time? What local traditions are maintained?

2. **Wednesday, February 12: Coastal developments**

- Hung, Hsiao-chun, Kim K. D. Nguyen, Peter Bellwood, and Mike M. T. Carson. 2013. "Coastal Connectivity: Long-Term Trading Networks Across the South China Sea." *The Journal of Island and Coastal Archaeology* 8: 384-404
- Bellina, Berenice. 2017. Was there a late prehistoric integrated Southeast Asian maritime space? Insight from settlements and industries. In *Spirits and Ships*, edited by Andrea Acri, Roger Blench, and Alexandra Landmann, pp. 239-272. ISEAS-Yusof Ishak Institute, Singapore.
- **Reading Reflection #5 due at 9am**

Class Goals:

- Consider the evidence for Indian influence coastal Southeast Asia.
- Understand the preexisting cultural connectivity within Southeast Asia during this period.

Week 7: Northern Vietnam/Southern China and NE Thailand/ NW Cambodia

1. Monday, February 17: Northern Vietnam and Southern China

- Kim, Nam, Lai Van Toi and Trinh Hoang Hiep. 2010. Co Loa: an investigation of Vietnam's ancient capital. *Antiquity* 84(326):1011-1027.
- Yao, Alice. 2018. The Dian and Dongson Cultures. In *Handbook of East and Southeast Asian Archaeology*, edited by J. Habu, P. Lape and J. W. Olsen, pp. 503-512. Springer, New York.
- Han, X. 2004. Who Invented the Bronze Drum? Nationalism, politics, and a Sino-Vietnamese Archaeological debate of the 1970s and 1980s. *Asian Perspectives* 43(3):7-33.
- **Reading Reflection #6 due at 9am**
- **Group Project Action Plan due at 10am**

Class Goals:

- Examine the development of complexity in the Red River Region
- Understand the interactions between the Dian and Dongson cultures during this period and how this contributed to socio-political complexity in the region
- Consider the role nationalism has played in the study of these cultures

2. Wednesday, February 19: Northern Cambodia and Northeast Thailand

- Higham, C. F. W., B. F. J. Manly, R. Thosarat, H. R. Buckley, N. Chang, S. E. Halcrow, S. Ward, D. J. W. O'Reilly, L. G. Shewan, and K. Domett. 2019. Environmental and Social Change in Northeast Thailand during the Iron Age. *Cambridge Archaeological Journal*:1-21.
- Domett, Kate, Dougal O'Reilly and H.R. Buckley. 2011. Bioarchaeological Evidence for Conflict in Iron Age North-west Cambodia. *Antiquity* 85:441-458.
- **Reading Reflection #7 due at 9am**

Class Goals:

- Examine evidence for socio-political changes in Northeast Thailand during the Iron Age period.
- Consider evidence for conflict in northwest Cambodia and what this might say about socio-political development in the region.

Week 8: Setting the stage for Angkor

1. Monday, February 24: Funan

- Stark, Miriam T. 2006. From Funan to Angkor. Collapse and Regeneration in Ancient Cambodia. In *After Collapse: The Regeneration of Complex Societies*, edited by Glenn M Schwartz, and John J Nichols, pp. 144-167. The University of Arizona Press, Tucson.
- Lavy, Paul. 2003. "As in Heaven, So on Earth: The Politics of Visnu, Siva, and Harihara Images in Pre-Angkorian Khmer Civilisation." *Journal of Southeast Asian Studies* 34:21-39
- **Reading Reflection #8 due at 9am**

Class Goals:

- Consider evidence for an emerging state in the Mekong Delta region of Cambodia. What do historic documents and archaeological evidence say about this process?
- Consider how Indian religious beliefs were adapted by local rulers and how this contributed to the emergence of complexity in Cambodia.

2. Wednesday, February 26: The Development of Urbanism at Angkor

- Stark, Miriam T., Alison Kyra Carter, Piphah Heng, Rachna Chhay and Damian Evans. 2018. The Angkorian city: From Hariharalaya to Yashodharapura. In *Angkor. Exploring Cambodia's Sacred City*, edited by T. McCullough, S. A. Murphy, P. Baptiste and T. Zephir, pp. 156-177. Asian Civilizations Museum, Singapore.
- Carter, Alison Kyra, Piphah Heng, Miriam T. Stark, Rachna Chhay and Damian H. Evans. 2018. Urbanism and Residential Patterning in Angkor. *Journal of Field Archaeology* 43 (6): 492-506
- **Reading Reflection #9 due at 9am**
- **Group Project Annotated Bibliography due at 10am**

Class Goals:

- Consider the nature of Angkorian urbanism and the development of the city of Angkor over time.
- Explore Dr. Carter's research on the daily lives of non-elite members of Angkorian society. How do archaeologists study the daily lives of Angkorians?

Week 9: Angkor

1. Monday, March 2: Life in Angkor

- Dague, Zhou, and Peter Harris 2007 *A Record of Cambodia: The land and its people*. Silkworm Books, Chiang Mai.
- Chandler, Tom, and Martin Polkinghorne. 2012. Through the visualisation lens: temple models and simulated context in a virtual Angkor. In *Old Myths and New Approaches: Interpreting Ancient Religious Sites in Southeast Asia*, edited by Alexandra Haendel, pp. 168-186. Monash University Publishing, Clayton.
 - In class we'll look at this website, but you are encouraged to look through it beforehand as well: <https://www.virtualangkor.com/>
- **Reading Reflection #10 due at 9am**

Class Goals:

- Reflect and discuss a primary source about life in Angkor
- Critically examine how CGI and reconstructions of ancient sites can help (or not?) understand the past.

2. Wednesday, March 4: The Decline of Angkor?

- Fletcher, Roland, Brendan M. Buckley, Christophe Pottier and Shi-Yu Simon Wang. 2017. Fourteenth to Sixteenth Centuries AD. The Case of Angkor and Monsoon Extremes in Mainland Southeast Asia. In *Megadrought and Collapse: From Early Agriculture to Angkor*, edited by H. Weiss, pp. 275-314
- Carter, A. K., M. T. Stark, S. Quintus, Y. Zhuang, H. Wang, P. Heng, and R. Chhay. 2019. Temple occupation and the tempo of collapse at Angkor Wat, Cambodia. *Proceedings of the National Academy of Sciences* 116(25):12226-12231.
- **Reading Reflection #11 due at 9am**
 - In class: selections from: *Jungle Atlantis: Death of Angkor Wat's Megacity*

Class Goals:

- Examine the development of the Angkorian hydraulic system and how climate change may have impacted the decline of the Angkorian Empire.
- Consider questions about the "collapse" of Angkor and what this means.

Week 10:

1. Monday, March 9: Class time to work on Group Projects

- No assigned readings for today, instead there will be time in-class for groups to meet and work on their projects.

2. Wednesday, March 11: Angkor and Cultural Heritage in Cambodia

- Davis, Tess. 2011. "Supply and Demand: Exposing the Illicit Trade in Cambodian Antiquities Through a Study of Sotheby's Auction House." *Crime, Law and Social Change* 56:155-174.
- Miura, Keiko. 2016. Destruction and plunder of Cambodian cultural heritage and their consequences. In *Cultural Property and Contested Ownership. The trafficking of artefacts and the quest for restitution*, edited by B. Hauser-Schäublin and L. V. Prott, pp. 23-44. Routledge, New York.
 - In class film clips from: *The Stolen Warriors*

Class Goals:

- Explore how cultural heritage destruction has impacted the understanding of Cambodia's past.
- Discuss ethical issues regarding looting and collecting.
- Consider how cultural heritage is related to issues of nationalism in Southeast Asia.

Final Group Project Poster Presentation: Tuesday, March 17 10:15am-12:15pm
Reflection papers due on Canvas by 11:59pm