

ARCL0152: ARCHAEOLOGIES OF ASIA
2023-2024, Term 1

Core module

1. OVERVIEW

Module

Powerpoint presentation and essay	33%	Y	1000
Essay	67%	Y	2000

Communications

Moodle is the main hub for this module.

Important information will be posted by staff in the **Announcements section** of the Moodle page and you will automatically receive an email notification for these.

Please post any general queries relating to the module content, assessments and administration in the MS Teams Module forum. The forum will be checked regularly.

<https://teams.microsoft.com/l/channel/19%3a6bca603499844621b3b71ed6b955867b%40thread.tacv2/%25E5%25B8%25B8%25E8%25A7%2584?groupId=d948808a-9a64-4136-bcd1-d4077c591870&tenantId=1faf88fe-a998-4c5b-93c9-210a11d9a5c2>

For personal queries, please contact the co-ordinator by email.

Assessment 1 Powerpoint and essay (~1000 words). Due date: 9th November (Thursday) 2023

Each student will choose or be assigned a particular region to focus on. The powerpoint should be ~10 slides (excluding additional slides of references/bibliography). The presentation should be a combination of your perspective on different scholarships and approaches to the research of your selected topic, and your archaeological examples of specific regions and specific archaeological cultures. It should resemble the structure of an essay and summarise the background, questions, methods/approaches, and conclusions of the chosen topic. You should consult with the coordinator before starting work on a presentation that goes significantly beyond the topic suggested.

The powerpoint presentation is to be presented on either **25th October or 1st November 2023**, depending on your topic (see schedule). Feedback and suggestions on how to further improve your powerpoint will be given to you during the presentation. You should incorporate the feedback into the final submission copy of both the powerpoint printout and essay.

You will be shown an example of the coursework format.

The assessment will be purely based on the content of the presentation and the essay and will be marked according to the standard criteria set up by the institute (see the blue coversheet). **Your presentational style will not be assessed.**

This coursework will be returned to you by **9th December 2023**

Questions for the powerpoint presentation and essay

1. Discuss regional traditions and scholarships on the research of the origins of “civilisation” and “social complexity in a region of your choice.
2. Discuss the important factors related to the origins of agriculture in a region of your choice.

Assessment 2. Essay. (~2000 words). Due date: Thursday 11th January 2024. Please select from the following questions. If none of these appeal other topic may be taken up with **prior approval of the module coordinator.**

1. Is the “Movius line” a useful concept for interpreting the demographic and migration history of Palaeolithic

9. How can archaeological narratives of practical and intellectual responses to climate change and environmental stress in Asia contribute to contemporary environmental activism-focussed discourse in these regions?

This essay will be returned to you by **11th February 2024**.

The use of software to generate content is not allowed for assessments for this course and will be penalised; the use of software for language and writing review and improvement is permitted, and the software and the way it has been used must be indicated in the relevant boxes on the coursework coversheet. UCL defines language and writing review as checking "areas of academic writing such as structure, fluency, presentation, grammar, spelling, punctuation, and language translation".

3.

informs on the processes of domestication.

Essential Readings

- Crawford, G.W. 2011. Advances in understanding early agriculture in Japan. *Current Anthropology* 52.S4: S331-S345.
- Norton, C.J. 2007. Sedentism, territorial circumscription, and the increased use of plant domesticates across Neolithic—Bronze Age Korea. *Asian Perspectives* 46.1: 133-165.
- Bleed, P. and Matsui, A. 2010. Why didn't agriculture develop in Japan? A consideration of Jomon ecological style, niche construction, and the origins of domestication. *Journal of Archaeological Method and Theory* 17.4: 356-370.
- Lee, G.A. 2011. The transition from foraging to farming in prehistoric Korea. *Current Anthropology* 52.S4: S307-S329.

Week 5 November 3rd. The Urban revolution: comparing trajectories in China

Essential readings

- Boivin, N., Fuller, D.Q., & Crowther, A. 2012. Old World globalization and the Columbian exchange: comparison and contrast. *World Archaeology*, 44(3), 452-469.
- Castillo, C. C., Bellina, B., & Fuller, D.Q. 2016. Rice, beans and trade crops on the early maritime Silk Route in Southeast Asia. *Antiquity*, 90(353), 1255-1269.
- Jones, M. 2016. Food globalisation in prehistory: The agrarian foundations of an interconnected continent. *Journal of the British Academy*, 4, 73–87.
- Stevens, C. J., Murphy, C., Roberts, R., Lucas, L., Silva, F., & Fuller, D. Q. 2016. Between China and South Asia: A Middle Asian corridor of crop dispersal and agricultural innovation in the Bronze Age. *The Holocene*, 26(10), 1541-1555.

Week 9 December 1st. Archaeological versus textual models of state, empire and religious / devolved governmentalities. Revisiting Wittfogel's 'Hydraulic Civilisations of the East'. (Julia Shaw/Yijie Zhuang)

Traditional models of states in Asia have drawn on text-driven, centralised models of administration, particularly of land and water resources, and have been heavily influenced by 'Orientalist' tropes and uncritical analyses of Wittfogelian models of the 'Asiatic Mode of Production'. Scholarly understanding of such issues has been further hampered by a dislocation between the theoretical and methodological paradigms of prehistory, which tend to be more aligned with environmental sciences, archaeobotany and geoarchaeology, and those of the early-historic period, with collaborative frameworks aligned largely with textual history and in particular the history of religions. In this lecture we will try to bridge some of these gaps by discussing the historiography of Asian states and empires, together with a number of recent case-studies that have looked at both state-level and more devolved, and often religiously-driven, forms of 'governmentality' and land and water administration. We

historically specific 'environmental ethics' and their respective trajectories and outcomes in the present. Discussion will include the social construction of forests and their economic products. We will also evidence for early Hindu and Buddhist attitudes towards 'nature' in the light of archaeologies of land-use, food and medicine, and evaluate its relevance for global environmental/climate change activism.

Essential readings

- Morrison, K.D. 2018. "Empires as Ecosystem Engineers: Toward a Nonbinary Political Ecology
- Morrison, K. D., and M. T. Lycett. 2014. 'Constructing Nature: Socio-natural Histories of an Indian Forest', in *The Social Lives of Forests: Past, Present, and Future of Woodland Expansion*, edited by K. D. Morrison, S. B. Hecht, and C. Padoch, 148–160. Chicago: University of Chicago Press.
- Shaw, J. 2016. 'Religion, 'Nature' and Environmental Ethics in Ancient India: archaeologies of human:non-human suffering and well-being in early Buddhist and Hindu contexts. *World Archaeology* 48 (4).
- Shaw, J. 2018. 'Early Indian Buddhism, Water and Rice: Collective Responses to Socio-ecological Stress - Relevance for Global Environmental Discourse and Anthropocene Studies, in M. Altaweel and Y. Zhuang (Eds.), *Water Technologies and Societies in the Past and Present*. London: UCL Press.

Week 11 December 15th. 'Indianisation' processes in comparative perspective. Trade and religio-cultural transmission in South, Southeast and Central Asia (Julia Shaw/Dorian Fuller).

Following on the discussion of approaches to the formation of states and empires in Asia, this lecture will discuss other aspects of early cultural connections across the region. It will explore processes of cultural globalization, including "Sanskritisation" across South, Southeast, and Central Asia, as well as contacts with the wider Eurasian world. This will involve a discussion of trade and 1.92 42ion Asia,

Hodos, T. 2016. *The Routledge Handbook of Archaeology and Globalization* (esp chapters 48-54). London: Routledge.

Seminars

Wednesday October 25th. 9-11am or 1-3pm

Student presentations (for assignment 1). Discuss regional traditions and scholarships on the research of the origins of “civilisation” and “social complexity in a region of your choice.

Wednesday November 1st. 9-11am or 1-3pm.

Student presentations (for assignment 1). Discuss the important factors related to the origins of agriculture in a region of your choice.

Please note that **the Institute of Archaeology has adopted the standard Harvard Cite-
Them-Right referencing system** in place of its former in-house style from the beginning of the academic year 2022–2023. This will align us with the standard University-wide guidelines set out through UCL Library Services to guide students in the use of this referencing style. Please use this style throughout your handbook

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