

**Freshman Seminar FRSEMR**  
**Ancient East Asia: Contested Archaeologies of China, Korea and Japan**  
**Fall 2016**

**Room:**

**Peabody Museum 560**

**Time:**

**Tu 1-3 pm**

**Instructor:**

**Prof. Rowan Flad**

**Department of Anthropology**

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**Course Description:**

What are the origins of the people, cultures, and civilizations of East Asia, and how do we understand those origins? The varied and complicated histories and relationships among people and societies in the modern Nation-States of China, Korea, Japan and other nearby countries are rooted in a distant past for which our only evidence comes from the material remains left behind and studies by archaeologists. This class explores those origins, and focuses on controversies that show the stakes of archaeological interpretation to political and social discourse in the modern world. We will discuss fundamental questions in the prehistory and early history of East Asia through the lens of archaeological discoveries, including human origins, the origins of agriculture, how stratified, complex societies emerged, early processes of globalization and connections across Eurasia, conflicts between centers and peripheries, connections between China, Korea and Japan in prehistory, Buddhist origins, and more. In addition to learning about the major issues in Ancient East Asian archaeology, we will explore controversies that have emerged in recent East Asian archaeological research and discuss why archaeological topics are subject to controversial interpretation and what is at stake in the disagreements. These examples illustrate the significance of ancient cultural material in the modern world and the what is at stake in debates over who owns the past.

**Requirements and Policies:**

Students are expected to attend all classes participate in discussion and activities. Readings should be completed prior to the class date on which they are assigned.

Internet resources are not to be used for the research paper and students are expected to do their own work. **Academic dishonesty** of any sort will be referred to and dealt with by the Administrative Board. Please consult the Student Handbook (<http://handbook.fas.harvard.edu/book/welcome>) for information regarding academic dishonesty. Details concerning academic dishonesty in writing can be found in the "Writing with Sources" pamphlet on-line at <http://usingsources.fas.harvard.edu/icb/icb.do>. Students must acknowledge any collaboration and its extent in all submitted work. Collaboration in the completion of examinations is always prohibited. Here is our official collaboration policy, as indicated on the course website:

*Discussion and the exchange of ideas are essential to doing academic work. For assignments in this course, you are encouraged to consult with your classmates as you work on assignments. However, after discussions with peers, make sure that any work you submit for evaluation is the result of your own efforts. In the case of written assignments for the course, you should ensure that any written work you submit for evaluation is the result of your own work and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. Web sources are generally not considered peer-reviewed sources of high academic standard and should be used cautiously if at all.*

Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

The participation portion of the grade (30%) will be based on discussions in class. Several written assignments of approximately 2 pages each will comprise the "Writing Assignments" portion of the grade. (15%). A final paper (35% of the grade) will be written by students about some aspect of the course material. This paper will focus on a specific archaeological object or objects and will explore how they relate to issues that are debated in East Asian archaeology, and why those debates are significant – either relating them to the contemporary world or to anthropological discussions about the ways that human societies evolve. The paper should be 12-14 double-spaced pages in length and should make use of appropriate library or other academic sources beyond those assigned for the class that are relevant to the topic. Students will give a presentation on the paper topic near the end of the semester (5%), and will also create content for a digital exhibit to be displayed in the Harvard Art Museums on the subject of their paper (15%).

Summary of grade break-down:

Participation:	30%
Writing Assignments:	15%
Research Paper	35%
Presentation	5%
Contribution to Exhibit	15%

**Note on Required Readings:**

We will read most of the following textbook:  
 Barnes, Gina L. (2015). *Archaeology of East Asia: The Rise of Civilization in China, Korea and Japan*. Oxford: Oxbow.

The book will be on reserve at Tozzer Library. Other course readings will be available on the course website. The books will also be available for purchase through the campus bookstore.

**Schedule of Classes**

Week	Date	Topic	Readings	Location / Collections / Participants	Assignments
1	9/6	Introduction to East Asian Archaeology: China, Korea and Japan	Barnes (Chapters 1-2, pp. 1-44)	Classroom / Visit from Peabody Museum Curator (Emily Rose Pierce) about Exhibit	
2	9/13	Background and Organization; Nationalism, Politics, and Identity	Fawcett 1995; Tong 1995; Trigger 1984; Nelson 1995	Classroom / Visit David Odo in Harvard Art Museums about Exhibit	
3	9/20	Early Inhabitants and Human Origins	Barnes (Chapters 3-4, pp. 45-95); Hudson 2005; Reich et al. 2011;	Classroom	
4	9/27	Early-Mid Holocene / Subsistence	Barnes (Chapters 5 & 6, pp. 96-156);	Classroom / Tozzer Library	Essay 1 Due

			Bettinger et al. 2010; Liu et al. 2007a, 2007b; Fuller et al. 2007, 2008;		
5	10/4	Late Neolithic, Urbanism and the “Origins of Civilization”	Barnes (Chapter 7 & 8, pp. 157-205); Allan 1984; Liu & Xu 2007; Wu et al. 2016	Classroom / Object Viewing in Peabody Museum	
6	10/11	Early States	Barnes (Chapter 9, Pp. 206-230); Shelach and Jaffe 2015; Pines and Shelach 2005	Classroom / Possible visit to HAM for object viewing	Essay 2 Due
7	10/18	Eastern Zhou and Frontiers	Barnes (Chapter 10, Pp. 231-254); Falkenhausen 1993	Classroom	
8	10/25	NE Asia – Rice, Bronze and Iron	Barnes (Chapter 11, Pp. 255-284); Kim 2008;	Classroom	
9	11/1	Empire	Barnes (Chapter 12, Pp. 185-308); Fiskesjö 2015; Ahn 2006; Byington 2014;	Classroom	
10	11/8	Yellow Sea Interaction and Mounded Tombs	Barnes (Chapters 13-14, Pp., 309-360); TBD	Classroom / Visit by Mark Byington	
11	11/15	East Asian Civilization and	Barnes (Chapters 15-	Classroom	Essay 3 Due

		the Modern World	16, Pp. 361-390); McNeal 2012		
12	11/22	Work on Exhibit / collections Materials	TBD	Classroom	
13	11/29	Class Presentations		Classroom	Final Paper Due on Designated Exam Day

**Essay Assignments:** (Each Essay should be limited to 2-4 pages. Proper citation practices are essential)

**#1 -** Explain one of the following controversies using class readings and additional sources. Be sure to explain the reasons why such debates are relevant beyond the scientific debates.

1. Multi-regionalism vs. Out-of-Africa in the origins of modern human populations in East Asia
2. The Fujimori Shin'ichi hoax and the falsification of Paleolithic sites in Japan

**#2-** Was the "Xia" an historical Dynasty or not? Your essay should reflect on each of the terms in that question ("Xia", "Historical" and "Dynasty") and also discuss why /whether the debate about this issue is significant beyond the field of archaeology / history.

**#3-** Choose one of the following essay topics:

1. What evidence is discussed by archaeologists who deal with the connections between the Korean Peninsula and the Japanese archipelago in prehistory and early historic periods? How are political, nationalist, nativist, colonialist and imperialist issues in debates on these issues (Consider looking at Pei 2000, when considering this issue).
2. Explain the archaeological and historical significance of the archaeological remains associated with the Koguryo State. What are the reasons why the UNESCO world heritage applications from China and North Korea were submitted separately? What political significance do these submissions have?

**Readings:**

Ahn, Yonson (2006). Competing Nationalisms: The mobilisation of history and archaeology in the Korea-China wars over Koguryo/Gaogouli. *The Asia Pacific Journal* 4(2): 1-17.

Allan, Sarah (1984). The Myth of the Xia Dynasty. *Journal of the Royal Asiatic Society* 2: 242-256.

Byington, Mark (2014). The political and academic dimensions of the Koguryo dispute in East Asia, Harvard University: 25.

Falkenhausen, Lothar von (1993). On the Historiographical Orientation of Chinese Archaeology. *Antiquity* 67: 839-849.

- Fawcett, Clare and Clare Fawcett (1995). Nationalism and Postwar Japanese Archaeology. *Nationalism, Politics and the Practice of Archaeology*, edited by Philip L. Kohl. Cambridge and New York: Cambridge University Press: 232-246.
- Fiskesjö, Magnus (2015). Terra-cotta Conquest: The First Emperor's Clay Army's Blockbuster Tour of the World. *Verge: Studies in Global Asias* 1(1): 162-183.
- Fuller, Dorian Q., Emma Harvey and Qin Ling (2007). Presumed Domestication? Evidence for Wild Rice Cultivation and Domestication in the Fifth Millennium BC of the Lower Yangtze Region. *Antiquity* 82: 316-331.
- Fuller, Dorian Q., Qin Ling and Emma Harvey (2008). Rice archaeobotany revisited: Comments on Liu et al. (2007). *Antiquity (Online)* 82(315).
- Habu, Junko and Clare Fawcett (2008). Science or Narratives: Multiple Interpretations of the Sannai Maruyama Site, Japan. *Evaluating Multiple Narratives: Beyond Nationalist, Colonialist, Imperialist Archaeologies*, edited by J. Habu, C. Fawcett and J. M. Matsunaga. New York: Springer Science + Business Media, LLC: 91-117.
- Hudson, Mark J. (2005). For the People, By the People: Postwar Japanese Archaeology and the Early Paleolithic Hoax. *Anthropological Science* 113(2): 131-139.
- Ikawa-Smith, Fumiko (1999). Construction of National Identity and Origins in East Asia: A Comparative Perspective. *Antiquity* 73(281): 626-629.
- Kim, Minkoo (2008). Multivocality, Multifaceted Voices, and Korean Archaeology. *Evaluating Multiple Narratives: Beyond Nationalist, Colonialist, Imperialist Archaeologies*, edited by J. Habu, C. Fawcett and J. M. Matsunaga. New York: Springer Science + Business Media, LLC: 118-137.
- Liu, Li, Gyoung-Ah Lee, Leping Jiang and Juzhong Zhang (2007). The Earliest Rice Domestication in China. *Antiquity* 81(313): Online Project Gallery.
- Liu, Li, Gyoung-Ah Lee, Leping Jiang and Juzhong Zhang (2007). Evidence for the Beginning of Rice Domestication in China: A Reponse to Fuller *et al.* *Holocene* 17(8): 1059-1068.
- Liu, Li and Hong Xu (2007). Rethinking Erlitou: Legend, History and Chinese Archaeology. *Antiquity* 81: 886-901.
- Mcneal, Robin (2012). Constructing Myth in Modern China. *The Journal of Asian Studies* 71(03): 679-704.
- Nelson, Sarah M. (1995). The Politics of Ethnicity in Prehistoric Korea. *Nationalism, Politics and the Practice of Archaeology*, edited by Philip L. Kohl and C. Fawcett. Cambridge and New York: Cambridge University Press: 218-231.
- Pai, Hyung Il (2000). *Constructing "Korean" Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State Formation Theories*. Cambridge, MA: Harvard University Asia Center.
- Pines, Yuri and Gideon Shelach (2005). 'Using the Past to Serve the Present': Comparative Perspectives on Chinese and Western Theories of the Origins of the State. *Genesis and Regeneration: Essays on Conceptions of Origins*, edited by S. Shaked. Jerusalem: Publications of the Israel Academy of Sciences and Humanities: Section of Humanities: 127-162.
- Reich, David, Nick Patterson, Martin Kircher, Frederick Delfin, Madhusudan R. Nandineni, Irina Pugach, Albert Min-Shan Ko, Ying-Chin Ko, Timothy A. Jinam, Maude E. Phipps, Naruya Saitou, Andreas Wollstein, Manfred Kayser, Svante Pääbo and Mark Stoneking (2011). Denisova admixture and the first modern human dispersals into Southeast Asia and Oceania. *American Journal of Human Genetics* 89: 516-528.
- Shelach, Gideon and Yitzchak Jaffe (2014). The Earliest States in China: A Long-term Trajectory Approach. *Journal of Archaeological Research* 22: 327-364.
- Tong Enzheng (1995). Thirty years of Chinese archaeology (1949-1979). *Nationalism, politics and the practice of archaeology*, edited by Philip L. Kohl and C. Fawcett. Cambridge: Cambridge University Press: 177-197.
- Trigger, Bruce G. (1984). Alternative Archaeologies: Nationalist, Colonialist, Imperialist. *Man N.S.*, 19(3): 355-370.
- Wu, Qinglong, Zhijun Zhao, Li Liu, Darryl E. Granger, Hui Wang, David J. Cohen, Xiaohong Wu, Maolin Ye, Ofer Bar-Yosef, Bin Lu, Jin Zhang, Peizhen Zhang, Daoyang Yuan, Wuyun Qi, Linhai Cai and Shibiao Bai (2016). Outburst flood at 1920 BCE supports historicity of China's Great Flood and the Xia dynasty. *Science* 353(6299): 579-582.