

# **ANTH5710 Archaeology of China**

## **Term 2**

**Lecture time:** Tuesday 10:30 – 12:15 (9/1 – 16/4) UCC C1

**Tutorial time:** Tuesday 12:30 – 13:15 (9/1 – 16/4) UCC 208

**Instructor:** Chris Cheung ([christina.cheung@cuhk.edu.hk](mailto:christina.cheung@cuhk.edu.hk))

**TA:** ??

**Textbook:** Shelach-Lavi (2015) The archaeology of early China: from prehistory to the Han Dynasty. Cambridge University Press. ISBN: 9780521196895

<https://www-cambridge-org.easyaccess2.lib.cuhk.edu.hk/core/books/archaeology-of-early-china/64AC692B32A8FFEFF2F6A8A2E2C78868>

**Course description:** This course will introduce and discuss the history and development of Chinese archaeology, the subjects, research methods and theories of archaeology in mainland China, as well as significant archaeological discoveries from the Palaeolithic through to early historical periods. It will examine how archaeology is related to the construction of “Chinese” identity and nationalism, as well as other academic debates.

### **Learning outcomes:**

By the end of this course, students will:

- Know the natural and cultural contexts of archaeology in China
- Have a basic understanding of major issues of Chinese archaeology
- Understand ancient cultural development and human evolution in China, and the consequence and impact of these developments upon contemporary Chinese culture
- Know how archaeological work is related to the political and economic issues in contemporary China
- Cultivate the abilities of cross-cultural, inter-disciplinary and critical thinking

### **Course structure and learning activities:**

One 1 hour 45 min lecture and one 45-min tutorial per week for one semester. Tutorial will take various forms, including class debate, practical session, and writing exercises.

## **Course assessment and polices:**

The final grade for the course is based on:

1) Practical exercise (digitalising artefact)	15%	15%
2) Practical exercise project report	15%	15%
3) Mid-term report	15%	15%
4) Seminar discussion	15%	15%
5) Research paper	40%	40%

### *Practical exercise and report (15 + 15%)*

More direction will be provided in class.

### *Seminar discussion (15%)*

During the second tutorial, students will be asked to form groups of two (or no more than three, depending on the number of total enrolled students). Each group will be in charge of leading the discussion in one seminar.

### *Mid-term report (15%)*

Write a short report (3 – 5 pages) to summarise topics covered in the first half of the course. More direction will be provided in class.

### *Final research paper (40%)*

Write an 8 – 10 pages research paper on a selected topic from week 7, 9 – 13. Other than the assigned readings, students are also highly encouraged to draw from readings and examples/case studies not mentioned in class to support their discussion. Feel free to draw upon your own research interests (if relevant). More direction will be provided in class.

## **Submission and academic honesty**

As required by the university, from Sept. 2008, students must submit a soft copy of their computer-generated text assignments to VeriGuide at a specified URL. The system will issue a receipt containing a declaration of honesty statement. Students should sign the receipt, print a hard copy of their assignment, and submit the hard copy and the receipt to teachers for grading. The university says that assignments without the receipt will not be graded.

Please check the website “Honesty in Academic Works” at:

<http://www.cuhk.edu.hk/policy/academichonesty/>

for more information on plagiarism and on how to submit papers through VeriGuide.

### Grade descriptors

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.

### Weekly schedule (this syllabus is subject to change)

Week	Date	Lecture Topics and readings
1	Jan 10	<b>1. Introduction to Chinese archaeology: background and history</b> <ul style="list-style-type: none"><li>• Textbook introduction and chapter 1</li><li>• Chang, K.C. (1981). "Archaeology and Chinese Historiography." <i>World Archaeology</i> 13: 156-169.</li></ul>
2	17	<b>2. Palaeolithic and Mesolithic</b> <ul style="list-style-type: none"><li>• Textbook chapter 2</li><li>• Bar-Yosef, Ofer 2015. Chinese Palaeolithic challenges for interpretations of Palaeolithic archaeology. <i>Anthropologie</i> LIII(1-2): 77-92.</li></ul>
3	24	<b>3. Neolithic – Agriculture</b> <ul style="list-style-type: none"><li>• Textbook chapter 3</li><li>• Underhill, A. (1997). Current Issues in Chinese Neolithic Archaeology. <i>Journal of World Prehistory</i>, 11(2), 103-160.</li></ul>
4	31	<b>4. Neolithic – Social organisation</b> <ul style="list-style-type: none"><li>• Textbook chapter 4</li><li>• Liu, L. (2000). The development and decline of social complexity in north China: some environmental and social factors. <i>Indo-Pacific Prehistory: The Melaka Papers</i>, 4, 14-34.</li></ul>

5	Feb 7	<p><b>5. Bronze Age – The emergence of complex society</b></p> <ul style="list-style-type: none"> <li>• Textbook chapter 6</li> <li>• Cohen, David J. and Robert E. Murowchick (2014) “Early complex societies in Northern China.” In: Colin Renfrew and Paul Bahn (eds.), <i>The Cambridge World Prehistory</i>, pp. 782-806. Cambridge, UK: Cambridge University Press.</li> </ul>
6	14	<b>Lunar New Year</b>
7	21	<p><b>6. Bronze Age – State society</b></p> <ul style="list-style-type: none"> <li>• Textbook chapter 8</li> <li>• Trigger, B. (1999). Shang Political Organization: A Comparative Approach. <i>Journal of East Asian Archaeology</i>, 1(1), 43-62.</li> <li>• Yates, R. (1994). The City-State in Ancient China. In D. Nichols &amp; T. Charlton (Eds.), <i>The Archaeology of City-States: Cross-Cultural Approaches</i> (pp. 71-90). Washington: Smithsonian Institution Press.</li> </ul>
8	28	<p><b>7. Writing and epigraphy</b></p> <ul style="list-style-type: none"> <li>• Chapters 1 and 2 of Li (2021). <i>Anyang: A Chronicle of the Discovery, Excavation, and Reconstruction of the Ancient Capital of the Shang Dynasty</i>. Springer Singapore</li> <li>• Bagley, R. (2004). Anyang Writing and the Origin of the Chinese Writing System. In S. Houston (Ed.), <i>The First Writing: Script Invention as History and Process</i> (pp. 190-249). Cambridge: Cambridge University Press.</li> </ul>
9	Mar 6	<b>Reading Break</b>
10	13	<p><b>8. Practical workshop: digitalising artefact</b></p> <ul style="list-style-type: none"> <li>• Neamtu, C., &amp; Comes, R. (2016). Methodology to create digital and virtual 3d artefacts in archaeology. <i>Journal of ancient history and archaeology</i>, 3(4).</li> <li>• Quattrini, R., Pierdicca, R., Paolanti, M., Clini, P., Nespeca, R., &amp; Frontoni, E. (2020). Digital interaction with 3D archaeological artefacts: evaluating user’s behaviours at different representation scales. <i>Digital Applications in Archaeology and Cultural Heritage</i>, 18, e00148.</li> </ul>
11	20	<p><b>9. “Central” vs. “Peripheries”</b></p> <ul style="list-style-type: none"> <li>• Textbook chapter 9</li> <li>• Jaang, L., Sun, Z., Shao, J., &amp; Li, M. (2018). When peripheries were centres: a preliminary study of the Shimao-centred polity in the loess highland, China. <i>Antiquity</i>, 92(364), 1008-1022.</li> </ul>

12	27	<p><b>10. Music and arts</b></p> <ul style="list-style-type: none"> <li>• Von Falkenhausen 1993, Bells in a Bronze Age Culture. <i>In: Suspended Music: Chime-Bells in the Culture of Bronze Age China</i>. Berkeley: University of California Press. Pp. 23 – 66.</li> <li>• Zhang, J., Harbottle, G., Wang, C., &amp; Kong, Z. (1999). Oldest playable musical instruments found at Jiahu early Neolithic site in China. <i>Nature</i>, 401(6751), 366-368.</li> </ul>
13	April 3	<p><b>11. Food and culture</b></p> <ul style="list-style-type: none"> <li>• Underhill, A. (2002). Food, Craft Production, and Social Inequality: Cross-Cultural Perspectives. In <i>Craft Production and Social Change in Northern China</i> (pp. 47-65). New York: Plenum Publishers.</li> <li>• Chang, K. (1976). Food and Food Vessels in Ancient China. In <i>Early Chinese Civilization: Anthropological Perspectives</i> (pp. 115-148). Cambridge: Harvard University Press.</li> </ul>
14	10	<p><b>12. Politics and religion</b></p> <ul style="list-style-type: none"> <li>• Keightley, D. (2004). The Making of the Ancestors: Late Shang Religion and Its Legacy. In J. Lagerwey (Ed.), <i>Chinese Religion and Society: The Transformation of a Field</i> (Vol. 1, pp. 3-63). Chinese University of Hong Kong Press.</li> <li>• Shelach, G. (1996). The Qiang and the Question of Human Sacrifice in the Late Shang Period. <i>Asian Perspectives</i>, 35(1), 1-26.</li> </ul>
15	17	<p><b>13. Overview</b></p> <ul style="list-style-type: none"> <li>• Lu, Tracey 2002 The transformation of academic culture in mainland Chinese archaeology. <i>Asian Anthropology</i> Vol. 1: 117-152.</li> <li>• von Falkenhausen, L. (1993). On the Historiographical Orientation of Chinese Archaeology. <i>Antiquity</i>, 67(257), 839-849.</li> </ul>