

**AY2021-2022 Semester 2**  
**HH4125 Colonial Archaeology of Southeast Asia**

**Pre-requisites** HH1125, HH2025 or HH2125

Instructor	Office Location	Phone	Email
Goh Geok Yian	HSS-05-09	6513-8163	gygoh@ntu.edu.sg

**Course Content**

This course examines the relationship between art, archaeology, and history in colonial archaeology of Southeast Asia. This course spans the period from 1600 when early colonialism began to impact Southeast Asian societies to 1900. Throughout the course, students will evaluate and critique the impact of European colonialism and imperialism on Southeast Asian societies from trade, technology, intellectual life, religion to art and architecture and political structures and social relations among groups and individuals. This course will present updated new data from the field contributed by archaeologists and other scholars. Students can appraise the value of this new information and use them to determine whether the data support or refute established discourse on colonial Southeast Asia.

List of key topics taught is as follows:

1. Pre-European colonization
2. Colonialism and imperialism
3. Warfare and conflict
4. Urbanization and urban transformation
5. Technology
6. Knowledge production
7. Power relations
8. Religion and social and political transformation
9. Resistance
10. Hybridity versus cosmopolitanism
11. Globalization, glocalization, and localization

**Course Aims**

*Colonial Archaeology of Southeast Asia* provides a focused and close examination of the key questions and issues relating to the colonial period, which corresponds to the time frame between 1500 and 1900. In terms of periodization, the period spans the time from the early modern through the modern historical periods of Southeast Asian history. In the course, students gain an understanding of the objectives, tools and sources of archaeology and history. The course also ensures that students continue to be informed by the goals of archaeology defined by its focus on material culture and close link to history, especially in the study of past cultures, societies and technologies of periods when historical documentation was also available. By examining case studies, images, and readings, the course allows the students to build on what they have learned from the other archaeology and historical archaeology courses such as HH1125, HH2025 and HH2125 to interpret and critically evaluate the information presented in this course. Students will learn to identify and discuss key questions, approaches, methods, and sources related to colonial archaeology at the end of the course. In particular, students will acquire the ability to utilize historical archaeology methodology to analyze the sources of colonial and modern Southeast Asia.

### Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Identify the key concepts, topics, and issues addressed in colonial archaeology.
2. Describe important events and developments in Southeast Asia from the 1500s until early 1900s.
3. Provide an informed discussion of the range of questions, themes, and issues related to archaeological and historical research on colonial Southeast Asia.
4. Explain and compare the goals and undertakings of colonial archaeology in different parts of Southeast Asia.
5. Formulate an argument on the complementary relationship between history and archaeology and how this connection facilitates the study of colonial and contemporary cultures and communities in Southeast Asia.
6. Critically analyze and use artifacts and other material remains to construct hypotheses regarding colonial Southeast Asia.
7. Assemble and construct an argument regarding the development of colonial archaeology in Southeast Asian archaeology and studies.

### Assessment (includes both continuous and summative assessment)

Component	Weighting	Team/Individual
1. Individual Presentations and Discussions	30%	Individual
2. Precis	20%	Individual
3. Participation in class discussions	10%	Individual
4. Research Paper	40%	Individual

#### Precis - 20%:

Students are required to submit four (4) short preces (500 words each) during the semester. Each précis must not be merely a summary of the week reading; it must show the student's attempt to relate the reading to each week's topic. Students will submit the précis on the day of the meeting in class. The preces must not be on the readings the students choose to present.

#### Individual Presentations and Discussions - 30%:

Students are required to give a total of three (3) 30-minute presentations over the course of a semester (12 weeks excluding the first seminar which will be a lecture-cum-discussion by the instructor). The students can select their preferred presentation topics from the list of topics covered in the course from Week 2 of the semester. Students are expected to give the third and

last presentation on their research project. Each 30-minute presentation will be followed by a 10-15 minute question and answer session. Students have to prepare powerpoint slides for their presentations. Student presenters are expected to lead class discussions.

**Participation in class discussions - 10%:**

Students are expected to participate in class discussions and any activities conducted within the classroom.

**Research Paper - 40% (15% - outline and bibliography and 25% - final paper)**

Students are required to submit a final research paper of 5,000 words, exclusive of citations and bibliography. The topic of this paper must be related to one or several themes examined in this course. Students have to select one or two themes and frame their research question(s) based on the theme(s) they have selected. In the case of the latter, students can do a comparison of two themes.

**Formative feedback**

You will receive formative feedback through written responses to your papers and verbal feedback through in-class comments on students' group presentations and discussion. Generic summative feedback will be given to seminar group presentations and personal specific feedback (to individual written assignments) will be given to individual student.

I will consider the following points when giving comments to students:

1. Provide constructive and positive feedback whenever possible.
2. Return my feedback to students as soon as I can.
3. I will be specific in making suggestions regarding how each student can improve on her/his work.
4. Focus on the students' advancement toward their goal.
5. With respect to presentations and in-class discussions, I will encourage students to express their views freely.

**Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Opening brief	The instructor will give a weekly opening brief introducing and providing the context for understanding each week's theme.
Individual presentations	Students in the class would select topics they want to present. The presentations provide opportunities for the students to practice public speaking and allow them to hone their presentation skills in a supportive environment. Each presenter will respond to questions and comments from the instructor and the class; he/she would have to think quickly and respond to the questions posed to him/her.
In-class free-style discussions	The students will be encouraged to comment, critique, and make queries on the group presentations. This approach allows students to develop confidence in public speaking and also alert them to the importance of peer feedback.

**Reading and References**

Gosden, Chris. *Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present*. Cambridge: Cambridge University Press, 2004.

Hall, Martin and Stephen Silliman (eds.) *Historical Archaeology*. Malden, Oxford, and Victoria: Blackwell Publishing, 2006.

## **Course Policies and Student Responsibilities**

### **(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

### **(2) Absenteeism**

Group presentations and in-class discussions require students to attend classes in order for them to contribute to the course discussions. Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a class, you must inform the course instructor via email ([gygoh@ntu.edu.sg](mailto:gygoh@ntu.edu.sg)) prior to the start of the class.

### **(3) Penalties for late submission**

Penalties will be levied for late submissions unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that they inform the instructor regarding any delay as soon as possible. Students failing to submit an assignment will be denied credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the assignments' submission dates.

### **(4) Plagiarism in writing research papers**

It is important that all unacknowledged materials in students' essays are their own work. The University has strict rules pertaining to plagiarism that may result in disciplinary procedures. Students are reminded that copying or using any part of any essay (published and unpublished) and any other written work including another student's essay or written work without citing the author(s) is considered plagiarism. Verbatim citations from other writings must be placed within quotation marks. Students are encouraged to paraphrase sources. Whether quotations and/or paraphrases are used, students are required to cite their sources.

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### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	Readings/ Activities
Week 1	General introduction to the subject: key concepts, definitions, topics, persons, questions, problems	Gosden, Chris. <i>Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present</i> . Cambridge: Cambridge University Press, 2004.
Week 2	Colonies and Colonization Before Colonialism	Bellwood, P., J. Fox and D. Tryon. <i>The Austronesians: historical and comparative perspectives</i> . Canberra: ANU E Press, 2006.  Majumdar, R.C. <i>Hindu Colonies in the Far East</i> . Calcutta: General Printers, 1944. [A Classic to critique].

Week 3	The Researchers	<p>South, Stanley. (ed.) <i>Pioneers in Historical Archaeology: Breaking New Ground</i>. New York: Springer, 1994: selected chapters.</p> <p>Shipman, Pat. <i>The Man Who Found the Missing Link: Eugene Dubois and His Lifelong Quest to Prove Darwin Right</i>. New York: Simon and Schuster, 2001.</p> <p>Habu, Junko, Peter Lape and John Olsen (eds.) <i>Handbook of East and Southeast Asian Archaeology</i>. New York: Springer 2017: Part I: History and Practice, pp. 79-156.</p>
Week 4	The Methods	<p>Archer, Steven and Kevin Bartoy (eds.) <i>Between Dirt and Discussion: Methods, Methodology, and Interpretation in Historical Archaeology</i>. New York: Springer, 2006.</p> <p>Hanson, William and Ioana Oltean (eds.) <i>Archaeology from Historical Aerial and Satellite Archives</i>. New York: Springer, 2013.</p> <p>Miksic, John. "Historical Archaeology in Southeast Asia", <i>Historical Archaeology</i> 51 (2017): 471-486.</p>
Week 5	Location: The Site Complex	<p>Croucher, Sarah and Lindsay Weiss (eds.) <i>The Archaeology of Capitalism in Colonial Contexts: Postcolonial Historical Archaeologies</i>. New York: Springer, 2011.</p> <p>Novida Abbas. "Dutch Forts of Java: a locational study." MA Thesis, NUS Southeast Asian Studies Programme, 2001: selected chapters.</p> <p>Lape, Peter. "A Highway and a Crossroads: Island Southeast Asia and Culture Contact Archaeology." <i>Archaeology in Oceania</i> 38, 2 (2003): 102-109.</p> <p>Tantivess, Nicha, and David Edelman. "The Urban Spatial Pattern of the Pseudo-Colonial City in Southeast Asia: A Case Study of the Eastern Area of Bangkok, Thailand, during the Thai-Imperialism Period (1855-1932)." <i>Journal of Urban History</i> (2021).</p>
Week 6	Location: The Household	<p>Barile, Kerri and Jamie Brandon (eds.) <i>Theorizing the Domestic Sphere in Historical Archaeology</i>. Tuscaloosa: The University of Alabama Press, 2004: selected chapters.</p> <p>Adams, Ron L. "Household Ethnoarchaeology and Social Action in a Megalith-Building Society</p>

		<p>in West Sumba, Indonesia." <i>Asian Perspectives</i> 58, 2 (2019): 331-365.</p> <p>Carlson, David and Amy Jordan. "Visibility and Power: Preliminary Analysis of Social Control on a Bandanese Plantation Compound, Eastern Indonesia." <i>Asian Perspectives</i> 52, 2 (2013): 213-243.</p> <p>Haines, Julia Jong. "Mauritanian indentured labour and plantation household archaeology." <i>Azania</i> 55, 4 (2020): 509-527.</p>
Week 7	The Artifacts	<p>Andren, Anders. <i>Between Artifacts and Texts: Historical Archaeology in Global Perspective</i>. New York: Springer, 1998.</p> <p>Sinopoli, Carla, Stephen Dueppen, et al. "Characterizing the Stoneware "Dragon Jars" in the Guthe Collection." <i>Asian Perspectives</i> 45, 2 (2006): 240-282.</p> <p>Yankowski, Andrea. "Salt Making and Pottery Production: Community Craft Specialization in Alburquerque, Bohol, Philippines." <i>Ethnoarchaeology</i> 11, 2 (2019): 134-154.</p>
Week 8	The Environment	<p>De Souza, Marcos A.T. and Diogo M. Costa (eds.) <i>Historical Archaeology and Environment</i>. New York: Springer, 2018: selected chapters.</p> <p>Amano, Noel, Greg Bankoff, et al. "Archaeological and historical insights into the ecological impacts of pre-colonial and colonial introductions into the Philippine Archipelago." <i>Holocene</i> 31, 2 (2021): 313-330.</p>
Week 9	Consumption Patterns	<p>Spencer-Wood, Suzanne (ed.) <i>Consumer Choice in Historical Archaeology</i>. New York: Springer, 1987: selected chapters.</p> <p>Li Min. "Fragments of Globalization: Archaeological Porcelain and the Early Colonial Dynamics in the Philippines." <i>Asian Perspectives</i> 52, 1 (2014): 43-74.</p>
Week 10	The Entanglements	<p>Der, Lindsay and Francesca Fernandini (eds.) <i>Archaeology of Entanglement</i>. London and New York: Routledge, 2016: selected chapters.</p> <p>Voss, Barbara. <i>The Archaeology of Ethnogenesis: Race and Sexuality in Colonial San Francisco</i>. Berkeley: University of California Press, 2008: selected chapters.</p>

		<p>Acabado, Stephen. "The Archaeology of Pericolonialism: Responses of the "Unconquered" to Spanish Conquest and Colonialism in Ifugao, Philippines." <i>International Journal of Historical Archaeology</i> 21 (2017): 1-26.</p> <p>McKay, Deirdre and Padmapani L. Perez. "Plastic masculinity: How everyday objects in plastic suggest men could be otherwise." <i>Journal of Material Culture</i> 23, 2 (2018): 169-186.</p>
Week 11	Contents of Contention: Restitution, Repatriation , Reclamation	<p>Tythacott, Louise and Panggah Ardiyansyah (eds.) <i>Returning Southeast Asia's Past: Objects, Museums, and Restitution</i>. Singapore: NUS Press, 2021.</p> <p>Hauser-Schaublin, Brigitta and Lyndel V. Prott. <i>Cultural Property and Contested Ownership: The trafficking of artefacts and the quest for restitution</i>. London and New York: Routledge, 2016: selected chapters.</p>
Week 12	Research Projects 1	Student Presentations
Week 13	Research Projects 2	Student Presentations