

ARCL0152: ARCHAEOLOGIES OF ASIA

2023-2024, Term 1

Core module for MA in Archaeology and Heritage of Asia (15 Masters level credits)

Co-ordinator: Yijie Zhuang

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Office: room 106; office hours (**in person**): Thursday 2-4pm

Other contributing instructors

Dorian Fuller (d.fuller@ucl.ac.uk)

Julia Shaw (julia.shaw@ucl.ac.uk)

Fridays 4-6pm, B13



IMPORTANT INFORMATION REGARDING ASSESSMENTS:

The **coursework coversheet** is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under "Policies, Forms and Guidelines".

Please enter **your five-digit candidate code on the coversheet and *in the subject line***

when you upload your work in Moodle.

Please use **your five-digit candidate code as the name of the file** you submit.

Please refer to <https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook/13-information-assessment>
<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>

<https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity>
<https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI>

for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission, over-length work, the use of text generation software (AI) and academic misconduct.

1. OVERVIEW

Module description

This module provides a broad comparative overview of the archaeological understanding of different parts of Asia, especially China, India, central Asia, to some extent southeast Asia.

Themes will include climate change, the late Palaeolithic and arrival of modern humans, the "Neolithic revolution" and models linking historical linguistics and archaeology, the origins of urbanism and complex societies, climate change and adaptation, trans-Asian trade (the 'Silk Road'), and the relevance of early written traditions on archaeological interpretations. The module will draw on a team of lecturers to provide juxtaposition and comparisons between South, East and Central Asia. Students also contribute by preparing shorter presentations for a student-led discussion in the second half of term.

Module Aims

To develop knowledge of past human societies and their development, especially as regards Asia, including the basis chronological frameworks applied in different parts of Asian, including:

- Environmental constraints on cultural development
- Differing trajectories to agriculture
- Differing trajectories to complex societies
- Regional traditions of research on 'early civilizations' and regional cultural heritage

Objectives

Through this knowledge students will also develop an understanding of:

- Archaeological methods and theories.
- The nature of archaeological analysis and interpretation.
- The diverse nature of archaeological data and argumentation, often through the study of the culture history of specific regions or periods.
- The modern social and political context of archaeological heritage.
- The role of scientific methods and theories as applied in archaeology.

Learning Outcomes

On successful completion of the module students should be able to demonstrate/have developed knowledge and understanding of:

- Past human societies and their development, including the basis chronological frameworks applied in different parts of Asia.
- Archaeological methods and theories.
- The nature of archaeological analysis and interpretation.
- The diverse nature of archaeological data and argumentation, often through the study of the culture history of specific regions or periods.
- The modern social and political context of archaeological heritage.
- The role of scientific methods and theories as applied in archaeology

Coursework and Methods of assessment

Method of Assessment	Credit value/ Percentage weighting	To be passed in order to progress Y/N	Examination Length or coursework word count
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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.

Week-by-week summary

Date	Topic	Instructor
Week 1 October 6th	Histories of archaeological research and approaches to material heritage in Asia. Consideration of colonial, post-colonial, nationalist traditions	Julia Shaw/Yijie Zhuang
Week 2 October 13th	An overview of Asian environments, Pleistocene archaeology, and debates about modern humans in Asia	Yijie Zhuang
Week 3 October 20th	The 'Neolithic revolution' and its relevance to Asia	Yijie Zhuang/Dorian Fuller
Week 4 October 27th	Alternative Neolithics of Korea, Japan and Southeast Asia	Dorian Fuller/Yijie Zhuang
Week 5 November 3rd	The Urban revolution: comparing trajectories in China, India and Southeast Asia	Dorian Fuller/Yijie Zhuang
Week 6	READING WEEK	No teaching
Week 7 November 17th	Climate change, environmental impacts and prehistoric economy, and collapse debates. Comparisons from China and the Indus	Yijie Zhuang/Dorian Fuller
Week 8 November 24th	Agricultural diversification and food globalization	Dorian Fuller
Week 9 December 1st	Archaeological v. textual models of state, empire and religious / devolved governmentalities: revisiting Wittfogel's 'Hydraulic Civilisations of the East'.	Julia Shaw/Yijie Zhuang
Week 10 December 8th	Environmental ethics, climate narratives and conceptualizing the Anthropocene in Asia from a Palaeo-Medico-Environmental Humanities perspective	Julia Shaw/Yijie Zhuang
Week 11 December 15th	'Indianisation' processes in comparative perspective: trade, 'globalisation' and religio-cultural transmission in South, Southeast and Central Asia	Julia Shaw/Dorian Fuller
Seminars		

Wed. October 25th 1-3pm	Discuss the important factors related to the origins of agriculture in a region of your choice.	Yijie Zhuang
Wed. November 1st 1-3pm	Discuss regional traditions and scholarships on the research of the origins of “civilisation” and “social complexity” in a region of your choice	Yijie Zhuang

Weekly Module Plan

The module consists of 10 x 2-hour sessions. It is taught by a mixture of lectures by the instructor(s) and seminar discussions, with presentations by students.

Workload

This is a 15-credit module which equates to c. 154 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	<i>Staff-led teaching sessions (lectures, seminars and tutorials)</i>
4 hours	<i>Student-led seminars</i>
80 hours	<i>Self-guided session preparation (reading, listening, note-taking and online activities)</i>
50 hours	<i>Reading for, and writing, essays</i>

2. ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the module co-ordinator in advance (via office hours or class Moodle forum). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

For more details see the ‘Assessment’ section on Moodle. The coursework coversheet is available on the course Moodle pages and here: <https://www.ucl.ac.uk/archaeology/current-students> under “Policies, Forms and Guidelines”.

Please make sure you enter your five-digit candidate code on the coversheet and in the subject line when you upload your work in Moodle.

Please use your five-digit candidate code as the name of the file you submit.

The [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 13: Information on assessment). The [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment.

Please note that **late submission, exceeding the maximum word count and academic misconduct (unacknowledged use of text generation software and plagiarism)** will be penalized and can significantly reduce the mark awarded for the assignment and/or overall module result. Please do consult

- <https://www.ucl.ac.uk/archaeology/current-students/iaa-student-handbook/13-information-assessment> with sections 13.7–13.8: coursework submission, 13.10: word count, 13.12–14: academic integrity
- <https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity> for UCL’s guidance on academic integrity
- <https://library-guides.ucl.ac.uk/referencing-plagiarism/acknowledging-AI> for UCL’s guidance on how to acknowledge the use of text generation software.

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 Asia, and how can it be supported or deconstructed from archaeological evidence?
2. How does the Neolithic of the Yellow River contrast with that of the Indo-Gangetic plains, what does this mean for the concept of the “Neolithic Revolution”?
3. Is the Jomon of Japan a “Neolithic” cultural sequence?
4. Critically assess the language-farming dispersal (Renfrew-Bellwood hypothesis) in relation to archaeological evidence for one of the following language families: Sino-Tibetan, Austronesian, or Elamo-Dravidian?
5. How has settlement archaeology contributed to the identification of the state in two regions of Asia?
6. What is “globalization” as the term has been used by archaeologists in relation to the Silk Road, and how is this inferred from archaeological evidence?
7. Is 'Indianisation' an appropriate term to describe the cultural developments in Southeast Asia during the Late Prehistoric to Early Historic Period? Does the archaeological record provide evidence for 'Indianisation' in Southeast Asia?
8. How has archaeology helped to challenge traditional models of the centralised Asian state and its control of water and agrarian resources? Draw on at least one region in your answer.

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. RESOURCES AND PREPRATION FOR CLASS

You are expected to read the two/three essential readings each week. Completing the readings is essential for your effective participation in the discussions and it will greatly enhance your understanding of the material covered. Further readings are provided via online-reading list for you to get a sense of the range of current work on a given topic and for you to draw upon for your assessments.

Recommended basic texts:

Barnes, G.L. 2015. *Archaeology of East Asia: The Rise of Civilization in China, Korea and Japan*. Oxbow Books. ONLINE

Trigger, B. 2003. *Understanding Early Civilisations: A Comparative Study*. Cambridge University Press. ONLINE

Liu, L. and Chen, X.C. 2012. *The Archaeology of China*. Cambridge University Press. ONLINE

Mizoguchi, Kōji. 2006. *Archaeology, Society and Identity in Modern Japan*. Cambridge University Press. ONLINE

Coningham, R., and R. Young, 2015. *The Archaeology of South Asia: From the Indus to Ashoka, c. 6500 BCE-200 CE*. Cambridge: Cambridge University Press. INST ARCH DBM CON. ONLINE

Underhill, A. (ed.). 2013. *A Companion to Chinese Archaeology*. ONLINE

Higham CFW. 1996. *The Bronze Age of Southeast Asia*. Cambridge University Press. **INST ARCH DBN HIG**

Unless a library catalogue code is given, all the journal articles and books are available online via UCL library.

More readings can be found in online reading list: <https://rl.talis.com/3/ucl/lists/6C8AFD98-662D-06CE-26F4-74D4CECED8B3.html?lang=en&login=1>

4. SYLLABUS

Week 1 October 6th. Histories of archaeological research and approaches to material heritage in Asia. Consideration of colonial, post-colonial, nationalist traditions (Julia Shaw/Dorian Fuller/Yijie Zhuang).

This lecture will present an introduction to South and East Asia as regions of archaeological research, with a focus on key research themes, chronology, and changing theoretical and methodological paradigms from a historical perspective.

Essential reading

- Zhang, L.R. 2013. The Chinese School of Archaeology. *Antiquity* 87 (337): 896-904
- Johansen, P.G. 2003. Recasting the Foundations: new approaches to regional understandings of South Asian archaeology and the problem of Culture history. *Asian Perspectives* 42(2): 193-206.
- Shelach-Lavi, G. 2018. Archaeology and politics in China: Historical paradigm and identity to construction in museum exhibitions. *China Information*, 33: 23-45. <https://doi.org/10.1177/0920203X18774029>
- Murdoch R. E. 2013. Despoiled of the Garments of Her Civilization:” Problems and Progress in Archaeological Heritage Management in China. In *A Companion to Chinese Archaeology*, pp. 13-34.

Week 2 October 13th. An overview of Asian environments, Pleistocene archaeology, and debates about modern humans in Asia (Yijie Zhuang).

This lecture will provide an overview of the monsoon environments of Asia and how monsoons have varied over the Pleistocene and Holocene. This will be followed by exploring the debates over the peopling of South and East Asia by anatomically modern humans.

Essential readings

- Boivin, N. et al. 2013. Human dispersal across diverse environments of Asia during the Upper Pleistocene. *Quaternary International*. 300: 32–47
- Zhu, Z., Dennell, R., Huang, W., Wu, Y., Qiu, S., Yang, S., ... & Ouyang, T. (2018). Hominin occupation of the Chinese Loess Plateau since about 2.1 million years ago. *Nature*, 559(7715), 608.
- Liu, W, et al. 2015. The earliest unequivocally modern humans in southern China. *Nature*, 526, 696-699.
- Petraglia, M. et al. 2007. Middle Paleolithic assemblages from the Indian Subcontinent before and after the Toba super-eruption. *Science*, 317, 114-116.

Week 3 October 20th. The ‘Neolithic revolution’ and its relevance to Asia; comparing China and India (Yijie Zhuang/Dorian Fuller).

The first half of the lecture compares studies of agricultural origins in China and how these are similar or different from those known from Western Asia/Europe. The second hour then turns to the diversity of domestication and agricultural origins trajectories in South Asia.

Essential readings

- Fuller, D.Q. et al. 2010. Domestication as innovation: the entanglement of techniques, technology and chance in the domestication of cereal crops. *World Archaeology* 42(1): 13-28
- Stevens, C. J., & Fuller, D. Q. (2017). The spread of agriculture in Eastern Asia: Archaeological bases for hypothetical farmer/language dispersals. *Language Dynamics and Change*, 7(2), 152-186.
- Fuller, D.Q. 2006. Agricultural origins and frontiers in South Asia: a working synthesis. *Journal of World Prehistory*, 20(1):1–86.
- Larson, G. et al. 2010. Patterns of East Asian pig domestication, migration and turnover revealed by modern and ancient DNA. *PNAS*, 107(17): 7686-7691

Week 4 October 27th. Alternative Neolithics of Korea, Japan and Southeast Asia (Dorian Fuller/Yijie Zhuang)

We now know that the ‘agricultural’ transition took longer than expected. But what is ‘agriculture’ as opposed to ‘horticulture’? Can you call the early societies of Korea and Japan ‘neolithic’? Did they experience an agricultural transition? Their histories demonstrate that the extension of human management over crops that did not become global staples still

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, India and beyond (Dorian Fuller/Yijie Zhuang)

This lecture will begin with a reassessment of Childe's urban revolution theory and other theoretic frameworks on the origins of states. This will be followed by a systematic review of urbanisation in the Yellow River, the Yangtze Rive and Indus Valley as well as other key neighbouring regions.

Essential readings

- Morrison, K. 1994. States of theory and states of Asia: regional perspectives on states in Asia. *Asian Perspectives* 33(2): 183-196.
- Coningham, R. and R. Young, 2015. Reintegration. In Coningham, R., and R. Young, 2015. *The Archaeology of South Asia: From the Indus to Ashoka, c. 6500 BCE-200 CE*. Cambridge: Cambridge University Press.
- Liu, L. 2009. State Emergence in Early China. *Annual Review of Anthropology* 38(1): 217-232
- Jaffe, Y et al. 2022. Shimao and the Rise of States in China Archaeology, Historiography, and Myth. *Current Anthropology*, 63: 95-117.

Week 7 November 17th. Climate change, environmental impacts and prehistoric economy, and collapse debates. Comparisons from China and the Indus (Yijie Zhuang/Dorian Fuller)

By looking at a number of case studies focusing on environmental change and its relationships with primary centers of ancient civilisations, this lecture compares and discusses diversified responses to climatic and environmental changes in China and the Indus valley. Instead of using the term 'collapse', we pay more attention to the resilience and adaptation of these civilisations to climate and environmental changes.

Essential Readings

- Petrie, C. A., Singh, R. N., Bates, J., Dixit, Y., French, C. A., Hodell, D. A., ... & Pandey, A. K. (2017). Adaptation to variable environments, resilience to climate change: Investigating land, water and settlement in Indus Northwest India. *Current Anthropology*, 58(1), 000-000.
- Giosan, L. et al. 2012. Fluvial landscapes of the Harappan civilisation. *PNAS*. vol. 109 no. 26 10138-10139
- Weiss, H. 2017. *Megadrought and collapse: from early agriculture to Angkor*. New York: Oxford University Press.

Week 8 November 24th. Agricultural diversification and food globalization (Dorian Fuller/Yijie Zhuang).

This lecture will explore agricultural diversification during the late Neolithic periods in China and India and crop movements across East Asia and the Eurasian continent in light of recent archaeobotanical evidence. This will be situated in relation to recent data on human migrations and trade across central Asia

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 will also look at discourse on upland:lowland interactions and models of 'ungovernability'.

Essential readings

- Coningham, R. Gunawardhana, L. Manuel, M. Adikari, G. Katugampola, M. Young, R. Schmidt, A. Krishnan, K. Simpson, I. McDonnell, G. and Batt, C. 2007. 'The state of theocracy: defining an early medieval hinterland in Sri Lanka', *Antiquity* 81: 699–719.
- Fletcher, R.J., D. Penny, D. Evans, C. Pottier, M. Barbetti, M. Kummu, T. Lustig and APSARA Department of Monuments and Archaeology Team, 2008. 'The Water Management Network of Angkor, Cambodia', *Antiquity* 82: 658-670.
- Shaw, J. 2013. 'Archaeologies of Buddhist propagation in ancient India: 'ritual' and 'practical' models of religious change', in, J. Shaw (ed.) *Archaeology of Religious Change*. *World Archaeology* 45.1, 83-108.
- Scott, J.C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. Yale University Press, New Haven. Especially chapter 5.
- Stargardt, J. 2018. 'Water for the State or Water for the People? Wittfogel in South and South East Asia in the First Millennium', In *Water Societies and Technologies from the Past and Present*, edited by Y. Zhuang & M. Altaweel, 256-268. London: UCL Press. <https://www.ucl.ac.uk/ucl-press/browse-books/water-societies-and-technologies-from-the-past-and-present>

Week 10 December 8th. Environmental ethics, climate narratives and conceptualizing the Anthropocene in Asia from a Palaeo-Medico-Environmental Humanities perspective (Julia Shaw/Yijie Zhuang)

In this lecture, we will discuss intellectual and cultural responses to archaeological and textual narratives of climate change and environmental stress in Asia from the second millennium BC through to historical periods. We will evaluate emerging synergies between archaeology and Anthropocene studies, and how a Palaeo-medico-environmental Humanities approach can help to temper the usual emphasis on technological and practical responses to climatic and environmental change with one that considers regionally and

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." *Journal of Anthropological Archaeology*.
- 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 cultural exchange across these regions in the protohistoric and early historic periods, with a special emphasis on politico-religious change as well as transformations in manufacturing techniques and building / engineering technologies. Debates surrounding the impact of so-called 'Indianisation' in Southeast Asia will be explored in depth, with an emphasis on observations of multiple 'Indianisations' vs. local adaptations and developments. It will theorise models of 'Sanskritisation' both within and outside South Asia, and in doing so, look at Indian, Mediterranean and Parthian interactions in the area of current day Pakistan known as Gandhara which was formed the core of several intersecting 'silk routes'.

Essential readings

- Filigenzi, A. 2012. 'Orientalised Hellenism versus Hellenised Orient: Reversing the Perspective on Gandharan Art', *Civilizations from Scythia to Siberia* 18 (2012) 111-141. <https://openurl-ebSCOhost-com.libproxy.ucl.ac.uk/linksvc/linking.aspx?sid=asu&volume=18&date=2012&spage=111&issn=0929-077X&stitle=&genre=article&issue=1&title=Ancient+civilizations+from+Scythia+to+Siberia.&epage=141>
- Filigenzi, A. 2019. 'Non-Buddhist Customs of Buddhist People: Visual and Archaeological Evidence from North-West Pakistan', in B. Kellner, ed. *Buddhism and the Dynamics of Transculturality: New Approaches*. De Gruyter. Ebook - <https://doi.org/10.1515/9783110413083-003>
- Bellina, B., 2003. 'Beads, Social change and interaction between India and South-East Asia', *Antiquity* 77: 285-97.
- Smith, M.L., 1999. "'Indianization" From the Indian Point of View: trade and cultural contacts with Southeast Asia in the early first millennium C.E.', *Journal of Economic and Social History of the Orient* 42, 1-26.

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 handbooks and other provisions like Powerpoint presentations, Moodle etc. For details regarding this system, please consult:

<https://library-guides.ucl.ac.uk/harvard>

<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide/referencing-effectively-and-ioa-guidelines>