

Empires: Ancient and Colonial Southeast Asia

Architecture/History
Spring Semester 2015

OVERVIEW

This course will examine ancient and colonial architecture in Thailand, Cambodia, and Laos; their historical context; and what they can teach us about both preservation and planning for contemporary sustainability. Includes field studies of UNESCO World Heritage sites Angkor Wat (Cambodia) and Luang Prabang (Laos).

OBJECTIVE

This course explores the archeological remains of the many Southeast Asian and foreign empires of the last millennium to explore the complements and tensions among the many ends of architecture in these empires, including practical, sacred, and political ends. Students will also explore the contested historical narratives of the Khmer, Tai, and Lanna empires and their bases in archeological evidence. To make sense of the ancient architectural examples, students will learn the Buddhist, Hindu, and local mythologies, which the ancient temples reflect, reinforce, and revise. To make sense of the colonial architecture, students will use postcolonial theory and the specific histories of direct colonial administration in the case of Laos and indirect colonial influence in the case of Thailand.

The course also engages the contemporary issues of heritage management, which like the original design and construction takes place in particular political contexts, albeit contexts that require different methods to discern. Whereas investigating the historical narratives will require students to analyze literary sources and archeological evidence, the contemporary narratives will require interviewing various stakeholders. Students will be asked to interpret the heritage management plans in terms of how sites are viewed, valued, contested, and controlled by the contemporary actors.

In the context of the full semester program, this course prepares students to analyze the practical, sacred, and political ends of architecture and planning of Bangkok throughout its history.

LEARNING OUTCOMES

Students on the course will demonstrate competency in the following:

- Understanding of the key issues concerning sustainability challenges of Southeast Asian empires and the contemporary preservation of their architectural remains
- Understanding the historical processes and ecological contexts of the Tai, Lanna, and Khmer empires as reflected in their architecture
- Understanding how architecture and city planning reflect and reinforce political power in the Southeast Asian context
- Understanding of the political dynamics surrounding cultural heritage management, including relationships among stakeholders with varied positions and interests (local residents, local tourists, international tourists, international organizations, archeologists, national government)
- Surveys and interview methods to facilitate learning from stakeholders in cultural heritage management
- Rapid architectural and spatial survey methods
- Ability to identify symbols, styles, layouts, and construction techniques and put them in climate and ecological context

GRADING AND ASSESSMENT

Participation	20%
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Seminar Week	20%
Module 1 Essay: Angkor Wat	20%
Module 2 Essay: Luang Prabang	20%
Module 3 Project: Chiang Mai Architecture	20%

FIELD NOTES

The essays, and your journal in general, need to be legible and neatly presented. Instructors must be able to easily read and grade it within the constraints of time and environment of the course. If the instructor can't read it, it will not get graded! Please do not write in pencil (it will smudge). Use waterproof ink in your journal.

CITATIONS

The essays, and your journal in general, need to be legible and neatly presented. It is VERY important that the instructor can read it with no difficulty within the constraint of time and environment during the EFC. If the instructor can't read it, it will not get graded! Please DO NOT write in pencil (it will smudge) and use waterproof ink in your journal.

Citing your sources gives credit to the published and unwritten (verbal, observed, experienced) sources that contribute to your writing. Just as you normally cite written sources in research papers, it is especially important in field-based course to acknowledge the people who have contributed to your learning.

Using field citations also allows you and your readers to easily trace your ideas back to their origins in specific field experiences and to locate them in your field notes. This is an essential skill to develop in every academic discipline.

Essays are to have in-text citations of written and unwritten sources. A list of works cited is not necessary.

COURSE EXPECTATIONS

In order for a course like this to be a success, it requires the full participation of all members of the course. While it is true in any context, given what we are studying, the phrase "you get out what you put in" is especially relevant. Learning about sustainability in this context will be an interactive, on-going learning process. Please show your fellow students the courtesy of only contributing to discussions if you have read the material.

During class and in the field, students are expected to ask questions during guest lectures, field activities and other learning opportunities. Active learning—asking questions, taking notes, exploring new ideas and concepts, talking with local people—are all required to do well in this course. During the course, students are also expected to follow these guidelines:

- Attendance and active participation in the expedition and field activities are required.
- Students are expected to demonstrate leadership and teamwork.
- Students are expected to manage their time well. You should have completed the reading assignments before class meetings and turn in assignments on their due dates.

Rather than mediated through reading a prepared text, you will be involved **directly** in learning the subject matter. This will be challenging, as direct learning is more difficult—there is no author who has pre-formatted or organized the material for you. Part of what you will be learning in this course is how to collect and analyze information yourself.

SEMINAR WEEK

During the first week, seminar is 1-4pm M-Th and 9am-12pm on Friday. Please be prompt.

Monday Introduction: Course Lenses and Historical Context

Higham, Charles. "The Debates" chapter 2 of *Origins of the Civilization of Angkor*. NIPPD, 2014.

Arnold, Dana. "Reading the Past: What is Architectural History" Chapter 1 in *Reading Architectural History*. Psychology Press, 2002.

Chapter from Leach, Neil. *Rethinking architecture: a reader in cultural theory*. Routledge, 2005.

Heine-Geldern, Robert. "Conceptions of state and kingship in Southeast Asia." *The Journal of Asian Studies* 2, no. 01 (1942): 15-30.

Winzeler, Robert L. "Ecology, culture, social organization, and state formation in Southeast Asia." *Current Anthropology* 17, no. 4 (1976): 623.

Bentley, G. Carter. "Indigenous states of southeast Asia." *Annual Review of Anthropology* 15, no. 1 (1986): 275-305.

Excerpt(s) from Winichakul, Thongchai. *Siam Mapped: A History of the Geo-body of a Nation*. University of Hawaii Press, 1994.

Excerpt from Tully, John. *A short history of Cambodia: From empire to survival*. Allen & Unwin, 2006.

Tuesday Art and Power in Southeast Asian Empires

Rawson, Philip S. *The Art of Southeast Asia: Cambodia, Vietnam, Thailand, Laos, Burma, Java, Bali*. Thames and Hudson, 1967.

Daly, P. T. and Winter, T. (eds) 2010. *Routledge Handbook of Heritage in Asia*. Routledge, 2012.

Wednesday Ancient Architecture and Power: Angkor and Ayutthaya

Angkor

"The hydraulic city: water management by the kings of Angkor AD 802-1327" (2012) Ch8 p176-200 of Mithen, Steven. *Thirst: Water and Power in the Ancient World* (and Ch1 Thirst for knowledge of the past and lessons for the future and Ch12 For water and knowledge of the past might frame Mithen's approach to water past and present) Harvard University Press, 2012.

Kummu, Matti. "Water management in Angkor: Human impacts on hydrology and sediment transportation." *Journal of environmental management* 90, no. 3 (2009): 1413-1421.

Evans, Damian, Christophe Pottier, Roland Fletcher, Scott Hensley, Ian Tapley, Anthony Milne, and Michael Barbetti. "A comprehensive archaeological map of the world's largest preindustrial settlement complex at Angkor, Cambodia." *Proceedings of the National Academy of Sciences* 104, no. 36 (2007): 14277-14282. Buckley 2010 Climate as a contributing factor in the demise of Angkor

Ayuttaya and Sukhothai

Leksukhum, Santi, and Monchan Vongjaturapat. *Ayutthaya: World Heritage: Reflections of the Past*. GA Merit, 1999.

Leksukhum, Santi, and Monchan Vongjaturapat. *Sukhothai: World Heritage: Reflections of the Past*. GA Merit, 2000.

Thursday Colonial Architecture and Power: Luang Prabang

Heywood, Denise. *Ancient Luang Prabang and Laos*. River Books, 2014.

Friday Contemporary Issues: Cultural Heritage, Tourism, and Sustainability

Leask, Anna, and Alan Fyall, eds. *Managing world heritage sites*. Routledge, 2006.

Angkor

Wager, Jonathan. "Developing a strategy for the Angkor world heritage site." *Tourism Management* 16, no. 7 (1995): 515-523.

Chheang, Vannarith. "Tourism and local community development in Siem Reap." *Ritsumeikan Journal of Asia Pacific Studies* 27 (2010): 85-101.

Fletcher, Roland, Ian Johnson, Eleanor Bruce, and Khuon Khun-Neay. "Living with heritage: site monitoring and heritage values in Greater Angkor and the Angkor World Heritage Site, Cambodia." *World archaeology* 39, no. 3 (2007): 385-405.

Miura, Keiko. "Conservation of a 'living heritage site' A contradiction in terms? A case study of Angkor World Heritage Site." *Conservation and management of archaeological sites* 7, no. 1 (2005): 3-18.

Luang Prabang

Dearborn, Lynne M., and John C. Stallmeyer. *Inconvenient heritage: erasure and global tourism in Luang Prabang*. Vol. 3. Left Coast Press, 2010.

Suntikul, Wantanee, and Timothy Jachna. "Contestation and negotiation of heritage conservation in Luang Prabang, Laos." *Tourism Management* 38 (2013): 57-68.

UNESCO (ed) 2004. Tourism and heritage site management in the World Heritage town of Luang Prabang, Lao PDR. Bangkok: UNESCO. Available at: http://www2.unescobkk.org/elib/publications/IMPACT_LuangPrabang/impact.pdf

Authenticity and Sustainability

Upton, Dell "Authentic Anxieties" from Consuming Tradition, Manufacturing Heritage: Global Norms and Urban Forms in the Age of Tourism, ed. Nezar AlSayyad (New York: Routledge), pp. 298-306

FIELD READING

Angkor Wat

Choose excerpt from only first-hand account of Angkor: Zhou, Duguan, and Peter Harris. *A Record of Cambodia: The Land and Its People*. Silkworm Books, 2007.

Luang Prabang

Exploring Chiang Mai

Warren, William and Phaothong Thongchua. *Lanna Style: Art & Design of Northern Thailand*. Asia Books, 2000.

SUPPLEMENTARY READING

Moore, Elizabeth (2007) 'Spaceborne and Airborne Radar at Angkor: Introducing new technology to the ancient site.' In: Wiseman, James and El-Baz, Farouk, (eds.), *Remote Sensing in Archaeology*. New York: Springer, pp. 185-216.

Evans, Damian H., Roland J. Fletcher, Christophe Pottier, Jean-Baptiste Chevance, Dominique Soutif, Boun Suy Tan, Sokrithy Im et al. "Uncovering archaeological landscapes at Angkor using lidar." *Proceedings of the National Academy of Sciences* 110, no. 31 (2013): 12595-12600.

Mannikka, Eleanor. *Angkor Wat: time, space, and kingship*. Honolulu: University of Hawaii Press, 1996.

Coe, Michael D. *Angkor and the Khmer civilization*. Thames & Hudson, 2003.

Freeman, Michael, and Claude Jacques. *Ancient Angkor*. River Books, 2006.

Moore, Elizabeth, and Philip Stott. *Ancient capitals of Thailand*. River Books, Bangkok; Thames & Hudson, London, 1996.

Roveda, Vittorio. *Sacred Angkor: the carved reliefs of Angkor Wat*. River Books, 2002.

SarDesai's Southeast Asia: Past and Present (fifth edition) (SeA P&P; Westview Press, 2003)

Higham, Charles (1989) *The Archaeology of Mainland Southeast Asia: From 10,000 BC to the Fall of Angkor*

Nicholas Tarling, ed., *The Cambridge History of Southeast Asia: Volume Two* (Cambridge, 1992), pp. 127-191.

God and King: The Deveraja Cult in Southeast Asian Art and Architecture

FIELD ITINERARY

23 Feb to 27 Feb Module 1: Angkor Wat

This module will involve interviewing scholars and Siem Reap residents about the key issues discussed during seminar week: water management, climate, and cultural heritage management. But we will also use the opportunity on site to dig deeper into the Khmer mythology that inspired the reliefs, inscriptions, and overall design of the temple complex.

Read selections from Zhou Duguan's *A Record of Cambodia*, the only first-hand account of the Angkor, to better understand life surrounding the temple in the 13th century.

Begin collecting photographs, sketches, and other media that connect your Angkor experience with key course themes. These media will contribute to your course portfolio.

28 to 5 Mar Module 2: Luang Prabang

Luang Prabang provides valuable contrasts to our experience in Angkor. This module will explore colonial instead of medieval architecture; the different conditions in which the same UNESCO World Heritage process has operated at both Angkor and Luang Prabang; and the ways ancient, colonial, and contemporary architecture and planning provide context for sustainable alternatives.

Continue collection media for your portfolio.

6 Mar to 12 Mar Module 3: Chiang Mai

Chiang Mai provides the third site for our study of medieval and colonial architecture and planning.

Many prominent features of Chiang Mai were built contemporary to Angkor but under the Lanna kingdom, which provided inspiration for its original architecture and layout. Unlike Cambodia and Laos, Chiang Mai was not formally colonized by European powers and yet many scholars have documented the ways Thai elites incorporated European values and designs into the Thai built environment. Use this literature and what you learned from experts at Angkor and Luang Prabang as a point of departure for your own independent exploration of the medieval and colonial aspects of Chiang Mai.

Continue collection media for your portfolio. Portfolio presentations will be on the final day of the course: Thursday, Mar 12.