



北京市考古研究院
Beijing Institute of Archaeology

The Liulihe Archaeological Project: Investigating a Bronze Age Settlement and Tombs at Liulihe, China

Course ID: ARCH 380L

June 9- July 6, 2024

Academic Credits: 7 Semester Credit Units

FIELD SCHOOL DIRECTOR(S)

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OVERVIEW

The Liulihe site in Beijing is a Chinese Bronze Age city dating from about 2,800-3,000 years ago. Remains at the site include rammed-earth city walls, moats, large rammed-earth buildings (palaces or ancestral temples), small above-ground buildings, crypts and semi-crypts, ceremonial relics, and burials of various grades.

Numerous excavated inscriptions indicate that the site was the capital city of the state of Yan, one of the most northerly feudal states of the Western Zhou period, as recorded in the literature. Artifacts reflecting the highest level of productivity and aesthetics of the time, such as bronze, jade, lacquer, and primitive porcelain, were unearthed from the aristocratic tombs at the Liulihe site. The study of pottery can show that there were people of different origins mixing here at the Liulihe site and distributed in different classes.

The site has been known since 1945, and excavation and research work has been carried out since 2019. The main research objectives of this phase of the Liulihe site are focused on early urban planning and layout, architectural forms and assemblage relationships of major buildings, and archaeological research on burials, with the types of excavations including dwelling sites and burials.

The content of the summer school is real fieldwork and excavation operations, which contribute to the overall project goals. The excavation sites we use for the summer school have a certain degree of continuity, and have been selected, investigated and test excavated beforehand to ensure that the students' internships will be productive.

Students will mainly participate in the excavation, drawing, sampling and recording of tombs, as well as archaeological survey, exploration, recording, and data collation and uploading in other parts of the broader urban project. Teachers will live with students to facilitate communication. During the internship, students will be involved in excavation work under the guidance of their teachers and can ask them questions at any time. Teachers encourage and support students to actively express their views and opinions, and to make rational suggestions. The programme hopes to establish a close relationship between students and research work, and to improve their research ability and interest in participating in research. Outside of work and study, we will lead a visit to the World Heritage Site of the Zhoukoudian *Homo erectus* site and participate in the Great Wall conservation and restoration survey. Participants may be involved in public outreach or science popularization activities.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 7 semester credit units (equivalent to 11 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see assessment, below). This field school provides a minimum of 280 hours of experiential education. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student's home institution at no cost. Additional transcripts may be ordered at any time through the [National Student Clearinghouse](#).

PREREQUISITES

There are no prerequisites at this field school. While an introduction to archaeology and anthropology courses (including an overview course on the Bronze Age in East Asia) would be helpful, it is not necessary. As this is a field-based learning environment, students should understand that they will be exposed to environments and physical labour that they may not be used to on a daily basis.

COURSE OBJECTIVES

The main goal is for the students to master the theory, techniques and methods of Chinese field archaeology through a typical archaeological excavation of a large Chinese site, and at the same time to make some contributions to our real research work.

In the process, we will allow students to learn the techniques of archaeological exploration, excavation, recording, collecting, data cleaning, pottery classification and statistics. Students will have the opportunity to engage with some Chinese Bronze Age archaeology and learn about early Chinese urban features. In addition, students will learn how to discuss how to develop urban archaeological work and how to better tell stories through archaeological work. Students will learn how to set academic goals, interpret phenomena, and work better as a team.

TEACHING TEAM BACKGROUND

Two staff train the students to learn core skills for the whole program, and two other staff who own master's degrees in English-speaking countries help students to complete relevant international formalities and help overcome communication obstacles between international students and Chinese teachers, and students. These four team members are all female. There will be a professional vocabulary booklet in both Chinese and English for students and teachers to communicate, reducing misperceptions about the excavation command.

LEARNING OUTCOMES

Skills:

- Site investigation: including field surveying, coring, use of measurement and positioning techniques such as GPS, and collection of specimens.
- Site excavation: excavation methods and techniques including excavation, collection of artifacts, measurement, mapping, photography, recording, and setting information database. Also, the use of a variety of instruments, to the level of being able to operate independently. Understand the criteria for judging site relationships and be able to make simple judgments about the relationship of remains.
- Lab work: understanding including classification of remains, restoration, drawing, and chronological study of artifacts.
- Record writing: to be able to independently carry out prospecting records or burial excavation records.
- Collaboration ability

Concepts:

- Increased understanding of the Bronze Age in China
- Increased understanding of early Chinese cities and urban evolution

- Learn how to integrate material culture with historical narratives
- Learn how to differentiate between multicultural elements and the discussion of different ethnic groups

Learning:

- How to organize and design archaeology at large sites centered on early cities
- How to frontload scientific and technical archaeological programs in excavations
- How to tell stories through archaeological material
- Improving cooperation in team research

ASSESSMENT

30%: An excavation diary, including records, drawings, and photographs of the excavation of the site or burial for which the student is responsible.

20%: A classroom quiz on what the students know and have learned about the site.

20%: A presentation, centered around the remains or burial for which the student is responsible.

20%: Teamwork, where students will be required to complete a creative exercise related to the site in any form, such as a vlog, a poster, etc.

10%: Participation.

Hurdle requirement: Students are required to attend a minimum of 90% of field excavation activities.

COURSE SCHEDULE

All IFR field schools begin with a safety orientation. This orientation addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, IFR harassment and discrimination policies, and the student Code of Conduct.

This program will start on 10th June 2024, and end on 7th July 2024. Besides the first day for arrival and the last day for leaving along with 22nd June and 4th July, students will do fieldwork during the day and listen lecture at night.

[See Calendar on Next Page]

2024		June				
Mon	Tue	Wed	Thur	Fri	Sat	Sun
27	28	29	30	31	01	02
03	04	05	06	07	08	09
						1.Arrival; 2.Dinner
10	11	12	13	14	15	16
1.Site and museum orientation; 2.Lecture Chinese Archaeological Methods [Qin Ling] 2.Essentials of Recording and Mapping	1.Lecture Chinese Archaeological Methods [Qin Ling] 2.Essentials of Recording and Mapping			Evening: regular meeting		1.Lecture Centre and Edge or Archaeology of the Shang and Zhou Dynasty [Cao Dazhi]
17	18	19	20	21	22	23
1.Lecture: Ritual and Archaeological Remains of Tombs in Bronze Age [Wang Jing]		1.Lecture Digital Archaeology [An nina]		Evening: regular meeting	1.Research on the Zhoukoudian Site	1.Lecture Zooarchaeology and Handicrafts Archaeology [Zhao Hao]
24	25	26	27	28	29	30
		1.Lecture Conservation of the Lulihe Site [Sheng Chongshan]		Evening: regular meeting		1.Lecture on report writing
01	02	☹ ☹ ☹				
2024		July				
Mon	Tue	Wed	Thur	Fri	Sat	Sun
01	02	03	04	05	06	07
		Evening: regular meeting	1.Archaeological survey of the Great Wall		Departure	

Fieldwork Daily Routine:

- 5:30-5:50 Breakfast
- 5:50-6:00 Depart for site
- 6:00-10:30 Work on site
- 10:30-11:00 Daily Summary
- 11:00-13:40 Lunch break
- 13:40-15:00 Depart for site
- 15:00-18:30 on site
- 18:30-19:00 Dinner
- 19:00-21:00 Lecture or exchange with experts

Week 1 introduction

Day 1 Sunday

-Student arrival/pick up from airport

-Dinner

Day 2 Monday [Beginning of instruction]

-Site and museum orientation

-Lecture: Overview of Liulihe [Wang Jing]

Day 3 Tuesday

-Lecture: Chinese Archaeological Methods [Qin Ling]

-Essentials of Recording and Mapping

Day 4

-Start of work as usual

Day 6 Friday

-Evening: regular meeting

Week 2 Excavations and research

Day 1 Sunday

- Lecture: Centre and Edge or Archaeology of the Shang and Zhou Dynasty [Cao Dazhi]

Day 2 Saturday

-Lecture: Ritual and Archaeological remains of Tombs in Bronze Age [Wang Jing]

Day 4 Wednesday

- Lecture: Digital Archaeology [An nina]

Day 6 Friday

-Evening: regular meeting

Day 7 Saturday

-Research on the Zhoukoudian Site

Week 3 Observation and recording

Day 1 Sunday

-Lecture: Zooarchaeology and Handicrafts Archaeology [Zhao Hao]

Day 4 Wednesday

- Lecture: Conservation of the Liulihe Site [Sheng Chongshan]

Day 6 Friday

-Evening: Regular meeting

Week 4 Organisation and Extension

Day 1 Sunday

-Evening: Lecture on report writing

Day 4 Wednesday

-Evening: Regular meeting

Day 5 Thursday

-Full day: Archaeological survey of the Great Wall

Day 6

-Beginning of indoor work

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

Colin Renfrew, Paul Bahn. 2016. *Archaeology: Theories, Methods, and Practice*. College Edition / Seventh Edition (2016) 49-72; 177-232

Archaeology Site Manual, Museum of London, Archaeology Service, Third edition-1994. Chapter 3.5.

Techniques of Archaeological Excavation, Barker, P., London, Batsford. 1977, 3rd ed. (1993). Chapter 5

Pottery in Archaeology, (Cambridge Manuals in Archaeology), Clive Orton, Paul Tyers and Alan Vince, Cambridge University Press, 1993. Chapter 2, Chapter 19.

Willey, Gordon R. 1953. "Prehistoric settlement patterns in the Virú; Valley, Peru." *Bureau of American Ethnology Bulletin*. 155:1-453.

RECOMMENDED READINGS

Li Liu, Xingcan Chen. *The Archaeology of China*, Cambridge University Press, 2012

Bell, J.R. 1994. *Reconstructing Prehistory: Scientific Method in Archaeology*. Temple University Press: Philadelphia.

Principles of Archaeological Stratigraphy, Harris, E. C., London, Academic Press 1989, 2nd ed.

Sampling in Archaeology, (Cambridge Manuals in Archaeology), Clive Orton, Cambridge University Press.

PART II: TRAVEL & SAFETY LOGISTICS

NOTICE OF INHERENT RISK

Traveling and conducting field research can involve risk. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety. Participants should also take every reasonable step to reduce risk while on IFR programs, including following the safety advice and guidelines of your program director, being alert to your surroundings and conditions, letting someone know where you will be at all times, and assessing your personal security.

The IFR does not provide trip or travel cancellation insurance. We strongly encourage participants to consider purchasing this insurance, as unexpected events may prevent your participation or cause the program to be canceled. Insurance is a relatively small cost to protect your educational investment in an IFR program. When comparing trip cancellation insurance policies, make sure the policy covers the cost of both airfare and tuition.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by unforeseen circumstances, including weather, revisions by local permitting agencies, or conditions onsite. While this schedule represents the intentions of the program, adaptability is an intrinsic part of all field research, and necessary alterations to the schedule may happen at any time.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the program director and staff.

PROGRAM SPECIFIC FIELD CONDITIONS

The Liulihe site is located in the countryside. There are cultivated lands and woodland areas throughout the whole site. During the program, the local temperature might reach 40°C. Insect repellent, sunscreen and a hat are highly recommended during fieldwork.

ACTIVITY LEVEL

Excavation requires physical activities like lifting, bending, squatting, kneeling, climbing, and carrying. Only a healthy knee joint and lumbar spine condition would be sufficient for hard labor fieldwork.

VISA REQUIREMENTS

Participants should be prepared to apply for a visa in order to enter China. Below is an overview of expected documentation for your application.

1. Basic Documents

(1) Passport: Original passport with at least six months of remaining validity and blank visa pages, and a photocopy of the passport's data page and the photo page if it is separate.

(2) Visa Application Form and Photo: One completed Visa Application Form with a recently taken color passport photo (bare-head, full face) against a light background attached

(3) Proof of legal stay or residence status (applicable to those not applying for the visa in their country of citizenship): If you are not applying for the visa in the country of your citizenship, you must

provide the original and photocopy of your valid certificates or visa of stay, residence, employment or student status, or other valid certificates of legal staying provided by the relevant authorities of the country where you are currently staying.

(4) Photocopy of previous Chinese passports or previous Chinese visas (applicable to foreign citizens, those who were Chinese citizens and have obtained foreign citizenship): If you are applying for a Chinese visa for the first time, you should provide your previous Chinese passport held and a photocopy of its data page. If you have obtained Chinese visas before and want to apply for a Chinese visa with a renewed foreign passport that does not contain any Chinese visa, you should present the photocopy of the previous passport's data page and the photo page if it is separate, as well as the previous Chinese visa page. (If your name on the current passport differs from that on the previous one, you must provide an official document of name change.)

2. Supporting Documents: F-Visa

An invitation letter issued by a relevant entity or individual in China. The invitation should contain:

(1) Information on the applicant (full name, gender, date of birth, etc.)

(2) Information on the planned visit (purpose of visit, arrival and departure dates, place(s) to be visited, relations between the applicant and the inviting entity or individual, financial source for expenditures)

(3) Information on the inviting entity or individual (name, contact telephone number, address, official stamp, signature of the legal representative or the inviting individual)

For other questions about Chinese Visa ,please refer to

http://cs.mfa.gov.cn/wgrlh/lhqz/lhqzjjs/201311/t20131101_961583.shtml

Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements. Online Visa Application : <https://cova.cs.mfa.gov.cn/>

STUDENT HEALTH

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place.

We recommend that students adopt best-practices for arriving in a good state of health to protect themselves and their peers' readiness to set about the work of the field school. A thriving field camp environment is a constant exchange of energy, patience, effort, respect, and service. Arriving healthy is every student's first act of service — their first opportunity to behave in a way that respects the safety and wellness of one another.

IFR programs follow the health requirements and guidelines of local health authorities. You may also wish to consult recommendations from the US Centers for Disease Control at:

<https://wwwnc.cdc.gov/travel/destinations/list>

TRAVEL (TO AND DURING THE PROGRAM)

Natural disasters, political changes, weather conditions and various other factors may force the cancellation or alteration of a field school. IFR recommends students only purchase airline tickets that are fully refundable and consider travel insurance in case a program or travel plans must change for any

reason. General information for this program is below, but keep in mind we will discuss any updated travel information and regulations during the required program orientation, which could affect travel plans.

The staff will pick up students by car at the airports to which they arrive. We suggest students arrive at Beijing Daxing International Airport.

If you missed your connection or your flight is delayed, please call, text or email the field school director immediately. A local emergency mobile phone number will be provided to all enrolled students.

The two trips by car to the Zhoukou Dian site and the Great Wall will occur during the field school. The field site is not far from the field camp; students could walk or ride bicycles to get to/from the field site within 2 km. The laboratory is located at the camp. If an emergency occurs, a vehicle is available to transport students.

ACCOMMODATIONS

Our workstation is located in Dongjialin Village, Liulihe, Fangshan District, next to the Beijing Archaeological Site Museum (Liulihe Site). The workstation is divided into a living area and a working area, and the working area has working rooms and a temporary warehouse. Students will live within walking distance of the work area. The dormitory in the living area contains double rooms with each person having their own desk and lamp, and there is wireless internet and air conditioning in the room. There are two separate shower rooms in the workstation for all genders, and male and female bathrooms. No gender-neutral bathroom is available. Washing machines with drying function are available. Students are free to organize when and in what order they use the lavatory facilities and showers, and directors will be flexible in allocating rooms.

EQUIPMENT LIST

- Long pants and long sleeve shirts.
- Sunscreen (at least 30 SPF)
- Towel
- Any Personal medication you need and prescription medication to last for the duration of the field school
- Water bottle
- Insect repellent
- Notebook
- work gloves
- Waterproofs, including waterproof trousers
- Sun hat
- Sturdy footwear
- Mask
- Hand sanitizer