Syllabus: ANTH 638 Culture Contact and Colonialism
Fall Semester 2013
Fridays 2:00-4:30 PM  Changed to 1:15-3:45PM, ASM 309

Instructor: Dr. Barnet Pavao-Zuckerman
Office: Arizona State Museum North, Room 215
Office Hours: TW 10-11AM, or by appointment
Email: bpavao@email.arizona.edu

Course Description
This course will focus on anthropological approaches to the study of culture contact and colonialism. The readings in the course, authored primarily by archaeologists, historians, and ethnohistorians, focus particularly on the experiences of Native Americans and Europeans during the 16th through 18th centuries in southeastern and southwestern North America. The first section of the course addresses the history of approaches to the study of culture contact and colonization, beginning with acculturation. The second section of the course addresses contemporary theories of the archaeology of colonialism including indigenous archaeology and archaeology as a colonialist endeavor. The final section of the course addresses the archaeology of colonialism as practiced in North America and, briefly, in cross-cultural perspective.

Moderators
Each week, two or three of you will serve as discussion moderators. I will choose the moderators, but will do so based on your ranked preferences for discussion topics (to be chosen on the first day of class). Each of you will moderate for at least two weeks worth of discussions. On the day you are moderator, you should come prepared with questions to stimulate discussion, as well as your own insight into the week’s readings. Your goal as moderator is to foster lively discussion among your classmates. Moderators will be assigned in teams of 2-3, so you may wish to meet before class to coordinate your efforts.

Grades
Your grades in this class will be based on participation and preparation (40%), when you are a moderator, and when you are not, a mock grant/symposium proposal (40%), and peer-review of your classmates’ proposals (20%).

Participation (40%)
Classroom participation will be judged on the thoroughness of preparation, evidence that you have read the assigned readings, the accuracy and insightfulness of responses, respect for other people’s ideas and speaking time, and demonstration of grasp of concepts. While the frequency of contributions to the discussion is important, the quality of your contributions is even more so. I expect each of you to participate fully in the discussion; however, when you are a “moderator”, you have the added responsibility of coming to class with prepared talking points and/or discussion questions.

Mock Proposal (40%)
Your major class project will consist of preparing either 1) a mock proposal for a School for Advanced Research (SAR) Advanced Symposium or 2) a mock research proposal for
either the National Geographic Society or the Wenner Gren Foundation Dissertation Fieldwork Grant. Links to these grant programs are provided on the D2L website under Content. Your proposed symposium or research project should relate to the course material. You should submit a proposal abstract to me by **October 4** for approval of your topic. The final proposal is due Thursday, **November 21** (by midnight) and should be turned in electronically via the D2L Dropbox. In the service of a double-blind peer-review process, please do not put your name or other obviously self-identifying information in the document you upload to D2L (I will know which proposal is yours, but your classmates will not).

**Peer Review (20%)**
The class will participate in a double-blind peer review of the submitted proposals. Each of you will review several of your classmate’s proposals and will, in return, received your classmate’s feedback on your own work. The reviews will be double-blind—you won’t know who reviewed your proposal, and you won’t be identified to the authors of the proposals you review. Peer evaluations of your classmates work (no longer than one page per review) should be turned in electronically via the D2L Dropbox by midnight on Monday, **December 9**. The exact number of reviews you will each be required to write is to be determined based on how many proposals of which type are submitted.

**Readings**
The readings are available electronically on the course website (see below). In the syllabus, and on D2L, the articles are listed in a suggested reading order (sometimes chronological, sometimes topical).

**Course Website (D2L)**
The course website is a D2L site at [https://d2l.arizona.edu/](https://d2l.arizona.edu/). The D2L site has the syllabus, readings organized by date, links to the film seen on the first day of class, as well as additional readings and films that may be of interest. If you run across anything during the course of the semester that you think may be of interest to your classmates, email it to me and I will post to the D2L site.

**UA Required Syllabus Language**

*Accessibility and Accommodations:* It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.
Confidentiality of Student Records: http://www.registrar.arizona.edu/ferpa/default.htm

Threatening Behavior: The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/threatening-behavior-students.

Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
# Class Schedule and Assigned Readings

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (In Recommended Order)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Section I: Introduction and Early Approaches to Culture Contact</strong></td>
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<td>8/30</td>
<td>Introduction and “Contact Shock”&lt;br&gt;Film: <em>First Contact</em></td>
<td>Silliman 2005; Mitchell and Scheiber 2010 (read for next week)</td>
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<td><strong>Section II: Contemporary Theories of Archaeology and Colonialism</strong></td>
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<td>9/27</td>
<td>Archaeology as Colonialism</td>
<td>Trigger 1984; McGuire 2004; Meskell 2002; Silliman 2012; Rubertone, 2012</td>
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<td>10/4</td>
<td>Archaeology of Colonialism</td>
<td>Lyons and Papadopoulos 2002; Stein 2005; Gosden 2004, 2012</td>
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<tr>
<td><strong>10/4</strong></td>
<td>Submit Proposal Abstract to D2L Dropbox for Topic Approval <strong>before Class on October 4</strong></td>
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<td><strong>Section III: Archaeology of Colonialism in (mostly) North America</strong></td>
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<tr>
<td>10/11</td>
<td>Cross-Cultural Comparisons</td>
<td>Ferguson 1992; Kelly 2002; Dietler 2005; D’Altroy 2005; Gasco 2005</td>
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<td>11/1</td>
<td>Capitalism and Colonialism--Linking Local to Global</td>
<td>Stein 1999, 2002; Rodseth and Parker 2005; Lycett 2005</td>
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<td>11/8</td>
<td>Resistance and Persistence</td>
<td>Lycett 2002; Spielmann <em>et al.</em> 2006; Spielmann <em>et al.</em> 2009; Silliman 2009; Panich 2013</td>
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<td>11/21</td>
<td>Final Proposals DUE in D2L Dropbox by midnight, Thursday, November 21</td>
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<td>11/22</td>
<td>Identity and Materiality</td>
<td>Barth 1969; Fisher and Loren 2003; Joyce 2005; Voss 2008 (CA); Loren 2008</td>
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<td>12/6</td>
<td>Entanglements and Practical Politics</td>
<td>Silliman 2001; Jordan 2009; Wesson 2010; Silliman 2010</td>
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<td>12/9</td>
<td>Peer Reviews of Proposals DUE in D2L Dropbox by midnight, Monday, December 9</td>
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Expanded Class Schedule and Readings

Section I: Introduction and Early Approaches to Culture Contact

August 30: Introduction—Culture Contact vs. Colonialism (Read for September 6)

Silliman, Stephen W.

Mitchell, Mark D. and Laura L. Scheiber

September 6: Acculturation

Redfield, Robert, Ralph Linton and Melville Jean Herskovits

Kroeber, Alfred L.
1948 *Anthropology: Culture Patterns and Processes*. Harcourt, Brace & World, In., New York, NY. Pages 233-240 only

Stewart, Omer C.

Cusick, James Gregory

September 13: Post-Acculturation, and Quincentennial Consequences

Post-Acculturation

Foster, George M.


Spicer, Edward Holland
Quincentennial Consequences

Lightfoot, Kent G.

Lightfoot, Kent G. and Antoinette Martinez

Section II: Contemporary Theories of Archaeology and Colonialism

September 20: Archaeology of the Colonized—Toward an Indigenous Archaeology

Watkins, Joe

Colwell-Chanthaphonh, Chip and Thomas J. Ferguson

Kuwanwisiwma, Leigh J.

Harris, Heather

Silliman, Stephen W.

September 27: Archaeology as Colonialism

Trigger, Bruce G.

McGuire, Randall H.
Meskell, Lynn

Silliman, Stephen W.

Rubertone, Patricia E.

**October 4: Archaeology of Colonialism**

Lyons, Claire L. and John K. Papadopoulos

Stein, Gil J.

Gosden, Chris

Gosden, Chris

**Section III: Archaeology of Colonialism in (mostly) North America**

**October 11: Cross-Cultural Comparisons**

Ferguson, Leland

Kelly, Kenneth G.

Dietler, Michael
2005 The Archaeology of Colonization and the Colonization of Archaeology: Theoretical Challenges from an Ancient Mediterranean Encounter. In *The Archaeology of Colonial*
October 18: Disease and Continuity

Ramenofsky, A.  

Dobyns, Henry F.  

Dunnell, Robert C.  

Reff, Daniel T.  

Betts, Colin M.  

October 25: Capitalism and Colonialism—Labor and Products

Silliman, Stephen W.  

Trigg, Heather B.  
Pavao-Zuckerman, Barnet  

Lightfoot, Kent G.  

**November 1: Capitalism and Colonialism—Linking Local to Global**

Stein, Gil J.  


Rodseth, Lars and Bradley J. Parker  

Lycett, Mark T.  

**November 8: Resistance and Persistence**

Lycett, Mark T.  

Spielmann, Katherine A., Jeannette L. Mobley-Tanaka and James M. Potter  

Spielmann, Katherine A., Tiffany Clark, Diane Hawkey, Katharine Rainey and Suzanne K. Fish  

Silliman, Stephen W.  
Panich, Lee M.

**November 15: Ethnogenesis and Creolization in Colonial Contexts**

Deagan, Kathleen A.

Knight, Vernon James, Jr.

Emberling, Geoff

Voss, Barbara L.

Voss, Barbara L.

**November 22: Identity and Materiality**

Barth, Fredrik

Fisher, Genevieve and Diana D. Loren

Joyce, Rosemary A.

Voss, Barbara L.

Loren, Diana D.
December 6: Entanglements and Practical Politics

Silliman, Stephen W.

Jordan, Kurt A.

Wesson, Cameron B.

Silliman, Stephen W.