SCHEDULE
Wednesday, 4:00-6:45 pm  McCormack Building, 1st Floor, Room 503 (M/1/503)

INSTRUCTOR
Professor: Stephen Silliman
Office Location: McCormack Hall, 4th Floor, Room 439 (M/4/439)
Office Hours: Wednesdays 2:00 pm – 4:00 pm; or by appointment
Office Phone: 617-287-6854
Email Address: stephen.silliman@umb.edu

PURPOSE OF THE COURSE
Anthropology 672 is a graduate course that explores the multifaceted nature of colonial encounters between Europeans and indigenous people in the Americas, from the institutional configurations of the major colonizing polities, especially Spain and England, to the varieties of Native experiences before and well after Columbus’ fateful landfall in 1492. Special attention will be given to the analytical and theoretical discourse shaping anthropological and archaeological approaches to colonialism in studies of gender, material culture, ideology, ethnicity, race, labor, class, religion, agency, accommodation, and resistance. Readings and discussions include data and perspectives drawn from historical archaeology, ethnohistory, and cultural anthropology, as we reflect on and respond to the critique of colonial studies offered by academics and Native peoples. Case studies will focus on the Americas with an emphasis on New England, the American West/Southwest/Southeast, and Latin America. Anthropology 672 is a graduate course, which means that it will be conducted in a seminar rather than lecture format. As a result, all students must be prepared to talk and analyze critically the readings and issues. Each day the instructor will provide some opening remarks of various lengths to set the context and raise the issues, but students are expected to participate fully in bringing each seminar to fruition.

REQUIRED READING
Loren, Diana DiPaolo

Cipolla, Craig N. and Katherine Howlett Hayes (editors)

Additional assigned readings can be found on the course website with the login “-----” and password “--------” at www.faculty.umb.edu/stephen_silliman/coursematerials/anth672/articles/ or using university library e-subscriptions (www.lib.umb.edu). These are labeled as such in the schedule of readings. I am not providing the latter articles to minimize copyright issues, to show the library how much our graduate students need these journal subscriptions, and to guide you more directly into the literature. Print as you see fit, or read them on a screen.
COURSE REQUIREMENTS

10% Participation: You are expected to attend all seminars, read all assigned materials, and participate actively in class discussion. Please come to class ready to ask questions, raise issues, and discuss readings.

15% Discussion: Each student will lead seminar discussion once with one other student on some or all of the readings assigned for that day. Eligible seminar days are marked by an asterisk (*) in the schedule. A sign-up sheet will be provided early in the seminar. To lead discussion, you are expected to provide very brief article/chapter summaries as a way to generate class discussion and hit high points. Everyone will learn more if you distill what they have already read and then offer commentary and helpful critique. Reading a 10-minute summary of an article tends not to be productive or stimulating, but talking from the article for 10 minutes to stimulate discussion, offer critique, or raise questions can be.

10% Questions: By 3 pm on FIVE class days of your choosing from the weeks already asterisked for discussion (other than your already assigned day, of course!), you must email me TWO discussion questions or critical observations based on one reading or from a group of readings assigned for that day. These cannot be vague like “what did others think of this?” or “I really liked that article.” They need to be targeted and useful, such as ones that might be opened with comments like “I found that such-and-such author argued that xxxx, but this runs counter to another article that argued yyyyy. Why do they disagree?” or “So-and-so author seems to be applying xxx concept in a problematic way. Instead, I would perhaps argue that yyyyy. Does that seem reasonable?” or “I found this particular article to better develop the concept of zzzzz than others we read for today, and I would like to see how that kind of interpretation might be applied in another setting, such as xxxxx.” The goal is to help you organize your thoughts and opinions before class so that these can be shared in the seminar, either by you or by the instructor as time and interest permits. Free free to tailor these questions or comments to your thesis as well.

25% Research Paper: Each student will complete a 15-page research paper on a topic related to the course. The paper topic must be submitted for approval by November 4 (by email, 9 pm). A working bibliography is due on or before December 2 (by email, 9 pm). Topic options are almost limitless, but they must have some archaeological or material culture component and must have some connection to the theoretical literature. Students are expected to have used enough references, particularly current literature of the last 15 years, in this paper. Course readings are fine to include (in fact, it would be odd for you not to), but they cannot comprise more than 25% of the bibliography. This does not mean you should use less course readings but rather more outside readings for a more exhaustive references cited. This is a graduate paper! Due December 21 (by email, 5 pm).

40% Short Papers: You will be given two issues and asked to write short (1,250-1,500 words, excluding references) response papers to them. Each is worth 20% of your grade.

Paper #1: Assigned October 14. Due October 21 (by email, 4 pm).

COURSE SCHEDULE

Week 1, 9/9  Class introduction

Week 2, 9/16  Studying colonialism’s impact: acculturation and beyond

Redfield, Robert, Ralph Linton and Melville J. Herskovits
1936  “Memorandum for the study of acculturation.” American Anthropologist 38:149-152. LIBRARY

Herskovits, Melville J.

Spicer, Edward H.

Cusick, James

Lightfoot, Kent G.
1995  “Culture contact studies: Redefining the relationship between prehistoric and historical archaeology.” American Antiquity 60(2):199-217. LIBRARY

Week 3, 9/23  Encountering the postcolonial critique

Bhabha, Homi
1985  “Signs taken for wonders: Questions of ambivalence and authority under a tree outside Delhi, May 1817.” Critical Inquiry 12:144-165. COURSE WEBSITE

Thomas, Nicholas

Liebmann, Matthew
2008  “Introduction: The intersections of archaeology and postcolonial theory.” In Archaeology and the Postcolonial Critique, edited by Matthew Liebmann and Uzma Rizvi, pp. 1-20. AltaMira Press, Walnut Creek. COURSE WEBSITE

Patterson, Thomas
2008  “A brief history of postcolonial theory and implications for archaeology.” In Archaeology and the Postcolonial Critique, edited by Matthew Liebmann and Uzma Rizvi, pp. 21-34. AltaMira Press, Walnut Creek. COURSE WEBSITE

Week 4, 9/30  *Re-centering the anthropology and archaeology of colonialism

Dietler, Michael
2005  “The archaeology of colonization and the colonization of archaeology: Theoretical challenges from an ancient Mediterranean colonial encounter.” In The Archaeology of Anth 672: Culture Contact and Colonialism - 3
Colonial Encounters: Comparative Perspectives, edited by Gil J. Stein, pp. 33-68. School of American Research Press, Sante Fe. COURSE WEBSITE

Silliman, Stephen W.

Loren, Diana DiPaolo
2008 In Contact: Chapter 1. TEXT

Jordan, Kurt A.

Hayes, Katherine H. and Craig N. Cipolla

Optional
Stoler, Ann
1989 “Rethinking colonial categories: European communities and the boundaries of rule.” Comparative Studies in Society and History 31:134-161. LIBRARY

Week 5, 10/7 *Understanding the legacies of colonialism

McGhee, Robert
2008 “Aboriginalism and the problem of indigenous archaeology.” American Antiquity 73:579-597. LIBRARY

Responses [Note: These three count as one for summary purposes.]
Colwell-Chanthaphonh, Chip, T.J. Ferguson, Dorothy Lippert, Randall H. McGuire, George P. Nicholas, Joe E. Watkins, and Larry J. Zimmerman
2010 “The premise and promise of Indigenous archaeology.” American Antiquity 75:228-238. LIBRARY

Silliman, Stephen W.

McGhee, Robert

Atalay, Sonya

Anth 672: Culture Contact and Colonialism - 4
Gould, D. Rae
2010 “Indigenous archaeology and being Indian in New England.” In Being and Becoming Indigenous Archaeologists, edited by George P. Nicholas, pp. 107-115. Left Coast Press, Walnut Creek. COURSE WEBSITE

Silliman, Stephen W.

Horning, Audrey

Optional
Preucel, Robert W. and Craig N. Cipolla
2008 “Indigenous and postcolonial archaeologies.” In Archaeology and the Postcolonial Critique, edited by Matthew Liebmann and Uzma Rizvi, pp. 129-140. AltaMira Press, Walnut Creek. COURSE WEBSITE

Week 6, 10/14 Colonial contexts in the Americas

First Response Paper Assigned
Cobb, Charles and Randall H. McGuire

Loren, Diana DiPaolo
2008 In Contact: Chapters 2-3. TEXT

Jones, Howard M.

Seed, Patricia
2001 “American pentimento: An introduction,” “Owning land by labor, money, and treaty,” and “Imagining a waste land; or, why Indians vanish”. In American Pentimento: The Invention of Indians and the Pursuit of Riches, by Patricia Seed, pp. 1-44. University of Minnesota Press, Minneapolis. COURSE WEBSITE

Lightfoot, Kent G.
Week 7, 10/21  *Demographic and ecological transformations*

**First Response Paper Due (by email, 4 pm)**

Dobyns, Henry  

Betts, Colin M.  

Kulisheck, Jeremy  

Stojanowski, Christopher M.  

Pavao-Zuckerman, Barnet and Elizabeth J. Reitz  

Silverman, David J.  
2003  “‘We chuse to be bounded’: Native American animal husbandry in colonial New England.” *William & Mary Quarterly* 60(3):511-548. COURSE WEBSITE

**Optional**

Larsen, Clark Spencer et al.  
2001  “Frontiers of contact: Bioarchaeology of Spanish Florida.” *Journal of World Prehistory* 15:69-123. LIBRARY

Week 8, 10/28  *Literacy and orality in the representation of conquest*

Seed, Patricia  
1991  “Failing to marvel: Atahualpa’s encounter with the word.” *Latin American Research Review* 26:7-33. LIBRARY

Wogan, Peter  
1994  “Perceptions of European literacy in early contact situations.” * Ethnohistory* 41:407-429. LIBRARY

Horn, Rebecca  
2014  “Indigenous identities in Mesoamerica after the Spanish Conquest.” In *Native Diasporas: Indigenous Identities and Settler Colonialism in the Americas*, edited by
Week 9, 11/4  *Religion: Resistance and accommodation*

Research Paper Topic Due (by email, 9 pm)

Wernke, Steven A.
2010  “Convergences: Producing early colonial hybridity at a doctrina in Highland Peru.” In *Enduring Conquests: Rethinking the Archaeology of Resistance to Spanish Colonialism in the Americas*, edited by Matthew Liebmann and Melissa S. Murphy, pp. 77-102. School for Advanced Research Press, Santa Fe. COURSE WEBSITE

Liebmann, Matthew
2010  “The best of times, the worst of times: Pueblo resistance and accommodation during the Spanish Reconquista of New Mexico.” In *Enduring Conquests: Rethinking the Archaeology of Resistance to Spanish Colonialism in the Americas*, edited by Matthew Liebmann and Melissa S. Murphy, pp. 199-221. School for Advanced Research Press, Santa Fe. COURSE WEBSITE

Wagner, Mark

Silverman, David J.

Hodge, Christina J., Diana D. Loren, and Patricia Capone
Optional

Cervantes, Fernando

Wernke, Steven A.

Week 10, 11/11 Veteran’s Day – NO CLASS

Week 11, 11/18 *Gender ideologies, relations, and roles in a changing world*

Richmond, Trudie Lamb and Amy Den Ouden

Nassaney, Michael S.

Voss, Barbara L.
2008 “Gender, race, and labor in the archaeology of the Spanish colonial Americas.” *Current Anthropology* 49(5):861-893. LIBRARY

Stoler, Ann
2002 “Carnal knowledge and imperial power: Gender and morality in the making of race.” In *Carnal Knowledge and Imperial Power*, pp. 41-78. University of California Press, Berkeley. COURSE WEBSITE

Voss, Barbara L.

Scaramelli, Kay Tarble de

Optional

Frink, Liam

Week 12, 11/25 THANKSGIVING – No Class (not official university holiday, will make up later)
Week 13, 12/2  *Materiality, hybridity, and other intersections*

**Research Paper Bibliography Due (by email, 9 pm)**

Turgeon, Laurier  
LIBRARY

Loren, Diana DiPaolo  
2008 *In Contact*: Chapter 4. TEXT

Liebmann, Matthew J.  
LIBRARY

Loren, Diana DiPaolo  

Silliman, Stephen W.  

Pezzarossi, Heather Law  
LIBRARY

Optional

Loren, Diana DiPaolo  
2009 “Beyond the visual: Considering the archaeology of colonial sounds.” *International Journal of Historical Archaeology* 12:36-369. LIBRARY

Week 14, 12/9  *Change, continuity, and community*

**Second Response Paper Assigned**

Wernke, Steven  

Oliver, Jeff  

Silliman, Stephen W.  

Panich, Lee M.  
2013 “Archaeologies of persistence: Reconsidering the legacies of colonialism in Native North America.” *American Antiquity* 78:105-122. LIBRARY

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Mrozowski, Stephen A., D. Rae Gould, and Heather Law Pezzarossi

Cipolla, Craig N.

Optional
Silliman, Stephen W.

Pezzarossi, Guido

Week 15, 12/15 Ethnogenesis, class, race, diaspora … and conclusions (NOTE: make-up TUESDAY)

Voss, Barbara L.

Hayes, Katherine H.

Fisher, Linford

Handsman, Russell G.

Mullins, Paul and Timo Yilmaunu
Loren, Diana DiPaolo  
2008  *In Contact*: Chapter 5. TEXT

**Optional**

Ferreira, Lucio Menezes and Pedro Paulo A. Funari  

Newman, Brooke N.  

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Week --, 12/15  Classes over

**Second Response Paper Due (by email, 5 pm)**

Week --, 12/21  Classes over

**Research Paper Due (by email, 5 pm)**