

*ANTH 197*  
*Blurred Boundaries and Dividing Lines:*  
*Archaeology of Culture Contact and Colonialism*  
*Spring 2016*



Instructor: Dana Bardolph  
Office: HSSB 2032  
Office hours: Wednesdays 1:30-3:30 pm or  
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*Theodor de Bry, Their Solemn Ritual in Consecrating  
a Deerskin to the Sun, engraving after watercolor by  
Jacques Le Moyne, 1591.*

## **I. Course Description**

Recent global history has been shaped profoundly by the forces of colonialism. From modern border disputes to geopolitical social divides to language dispersals, the effects of colonial efforts conducted over the last 500 years have greatly affected the state of contemporary society. Yet colonialism is not a recent development; it has been practiced in various forms throughout the world for millennia. Archaeology is thus uniquely situated to shed light on colonial practices and effects, with its multidisciplinary approach to studying the past. This course takes a comparative approach to culture contact and colonialism, drawing on perspectives from postcolonial theory and anthropology as well as archaeology. Using a variety of methodological approaches, we will consider the myriad ways in which identities were negotiated, differences were reproduced, alliances were forged, and subjugations were reinforced as a result of colonial encounters. We will consider a range of geographic case studies, with a primary focus on New World colonial encounters. We will draw on multiple perspectives and cultural lenses, including anthropological and indigenous literature and scholarship, ethnographic and popular film, photographs, art, artifacts, and the media. This course will comprise of lectures, critical film viewings, guest lectures, an optional museum site visit, and focused partner/small group discussions.

## **II. Learning Outcomes**

Upon successful completion of this course, students should be able to:

- Have a comprehensive, yet nuanced, knowledge of colonial processes, including how people negotiate differences and how inequalities are reinforced.
- Understand and characterize ethical and political issues associated with archaeological and anthropological research in North America.
- Critically evaluate anthropological scholarship and Native perspectives concerning colonial processes and their legacies today.

### III. Required Materials

- iClicker generation 1 or 2 (available at the campus bookstore)
- PDFs of course readings (posted to the course Gauchospace page)

### IV. Assignments and Grading

Your final grade will be figured from the following components and scale, detailed below:

#### **Grading Components:**

- |                            |             |
|----------------------------|-------------|
| • i>clicker points         | 10%         |
| • Weekly Reading Responses | 10%         |
| • Midterm                  | 25%         |
| • Critical Response Paper  | 25%         |
| • Final Exam               | 30%         |
| • <b>Total</b>             | <b>100%</b> |

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#### **Grading Scale:**

|             |                  |
|-------------|------------------|
| A+ = 97-100 | C+ = 77-79       |
| A = 93-96   | C = 73-76        |
| A- = 90-92  | C- = 70-72       |
| B+ = 87-89  | D+ = 67-69       |
| B = 83-86   | D = 63-66        |
| B- = 80-82  | D- = 60-62       |
|             | F = 59 and below |

Lecture attendance is key to success in this course. **i>clickers** will be used in a variety of ways during lecture periods: to survey the class, to get opinions on current topics, to test reading and lecture comprehension, and to facilitate small group discussions. We may not necessarily use i>clicker in every class period, but you should bring your device and be prepared to use it at any time, including dates scheduled for guest lectures or film screenings. Please register your device at the start of the quarter on Gauchospace; you are responsible for ensuring that your i>clicker is registered and working properly. Please note that UCSB classrooms do not support the use of web-based i>clickers (i>clicker GO for smartphones and laptops) due to limited access points.

Critical discussions of readings comprise an important part of this course. You are responsible for submitting a **Weekly Reading Response** to Gauchospace, beginning Week 2. Your weekly reading response should consist of at least one comment, observation, or question about **each** of the articles we read per week. Your reading responses must be submitted to Gauchospace by **noon before Monday's lecture** of each week, unless otherwise noted on the course schedule. No late responses will be accepted. These reflective/analytical responses will be used in i>clicker polls and to spark small group discussions. A guide to critical reading and analysis is available on Gauchospace.

The **midterm and final exams** will be based on the lectures, readings, and films and will consist of multiple choice and short answer/essay questions. Dates for the exams are listed in the course schedule; exams must be taken on the date indicated. Make-up exams are strongly discouraged and will only be given to students with well-documented reasons. Due to university policies, there will be no make-up options for the final exam, so please plan accordingly and contact me as far in advance as possible for any potential extenuating circumstances.

You will be required to write a **critical response paper** based on your comparative analysis of course readings, films, and/or the Santa Barbara Natural History Museum site visit (site visit details provided in class). Question prompts will be provided, of which you will choose one for your response. The paper should be 5 double-spaced pages and will be due in **hard copy**. The paper should incorporate course content as well as outside research. Papers will be graded based on content, clarity, and grammar. Late papers will be marked down a letter grade every day they are late. Please see me in advance if you anticipate any issues turning the paper in by the due date for a valid/documented reason.

Extra credit opportunities will be announced throughout the quarter.

Grades will be made available throughout the quarter on Gauchospace.

#### ACADEMIC CONDUCT AND INTEGRITY

It is expected that students attending the University of California understand and subscribe to the ideal of academic integrity, and are willing to bear individual responsibility for their work. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes during an exam, providing answers, having another person take an exam for you, etc. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is utilized, whether it be a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Plagiarism is not limited to books or articles, but includes web-based materials, including Wikipedia.

(<https://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx>)

#### STUDENTS WITH DISABILITIES

Providing academic accommodations to students with disabilities is a shared responsibility of the campus. Students with disabilities are responsible for ensuring that the Disabled Students Program (DSP) is aware of their disabilities and for providing DSP with appropriate documentation. DSP is located at 2120 Student Resource Building and serves as the campus liaison regarding issues and regulations related to students with disabilities. The DSP staff works in an advisory capacity with a variety of campus departments to ensure that equal access is provided to all disabled students.

(<http://dsp.sa.ucsb.edu/>)

## **V. Gauchospace and Email Policies**

You can access course materials online on gauchospace (<http://gauchospace.ucsb.edu>), including the course syllabus, PDFs of course readings, course powerpoints, exam study guides, critical response paper prompt, handouts, weekly reading response submission portals, etc. It is your responsibility to check your email and Gauchospace regularly for course updates.

Feel free to contact me via email with general questions about the course. However, due to the high volume of emails I receive, please include the following details with your email so that I do not inadvertently delete it:

- **Put “ANTH 197” in the subject line**
- **Include a salutation as well as a signature that includes your full name**

Please allow up to 24-48 hours for me to answer your email, and keep in mind that I may not have access to my email at night or on weekends. If you have detailed questions, especially with regards to exams, the critical response paper, etc., please come to my office hours or make an appointment to see me, as I will not be able to provide lengthy responses over email. Please note that I will not answer questions over email pertaining to the exams/paper less than 24 hours before the due date.

I strongly recommend that you email me from your UCSB uemail account or directly from Gauchospace, as I have had issues with other email addresses (e.g., Yahoo, Hotmail) ending up in my spam folder. If you do not receive an email response from me within the 24-48 hour timeframe, please follow up with me for that reason!

## **VI. General Course Policies**

You are expected to arrive on time and stay in class during the entire class period. The practice of reading outside material, talking to others, sleeping, texting, viewing media on smartphones/tablets, using headphones in class, etc. is not permitted. These actions are distracting to your instructor and others in class. All cell phone ringers must be turned off during class. Laptops can be used during class only if they are used to take notes.

If you are having personal issues that may affect your academic performance, please come talk to me **in advance** so that I can work things out with you in any way I can. Please email me, come to my office hours, or schedule an appointment to meet. I always strive to be accessible, approachable, and understanding. I am happy to help in any way that I can!

## **VII. Course Schedule**

The course schedule below lists weekly topics, assigned readings, guest lectures/film dates, and exam/paper due dates. You can expect to follow this schedule but please note that some items are subject to change. Any changes to the course schedule will be announced in lecture, emailed, and/or posted to Gauchospace.

| <b>Week</b> | <b>Topic</b>   | <b>Activities/Assignments</b>   |
|-------------|--|---|
| 3/28-4/1    | Introduction: Culture Contact and Colonialism                              | Readings: Wright 1999   |
| 4/4-4/8     | Anthropology <i>as</i> Colonialism   | Readings: McGuire 2004; Thomas 2000   |
| 4/11-4/15   | Visualizing Difference: Photographs, Dioramas, and Depictions of Otherness | Readings: Edwards 2003; Loren 2007<br><b>Film <i>Coming to Light</i> (Mon)</b>  |
| 4/18-4/22   | Identity and Colonialism: Material Strategies                              | Readings: Costello and Johnson 2015; Lightfoot et al. 1998<br><b>Optional SB NHM visit (Mon)</b>  |
| 4/25-4/29   | Lines Dividing Gender: Material Worlds of Men and Women                    | Readings: Trocolli 1992; Voss 2005<br><b>Midterm Review (Wed)</b>   |
| 5/2-5/6     | Consuming Colony: Foodways in Colonial Encounters                          | <b>Midterm Exam (Mon)</b><br>Readings: Bardolph 2014; Pavao-Zuckerman and Loren 2012<br><b>Reading Response due Wed</b>                               |
| 5/9-5/13    | Capitalism and Colonialism: Negotiating Labor and Products                 | Readings: Spielmann et al. 2009; VanDerwarker et. al 2013<br><b>Guest lecture Dr. VanDerwarker (Mon)</b>  |
| 5/16-5/20   | Slavery, Conquest, and Domination  | Readings: Cameron 2015; Diamond 1999<br><b>Guest lecture Dr. Brooks (Mon)</b>   |
| 5/23-5/27   | Resistance and Persistence   | Readings: Panich 2013; Wilcox 2010<br><b>Critical Response Paper due (Wed)</b>  |
| 5/30-6/3    | Moving Forward: Closing Thoughts on Practical Politics                     | Readings: Kuwanwisiwma 2008; Silliman 2009<br><b>No class Memorial Day (Mon)</b><br><b>Final Exam Review (Wed)</b><br><b>Reading Response due Wed</b> |
| 6/6-6/10    | Exam Week  | <b>Final Exam (Friday 6/10)</b>   |

## VIII. Expanded Class Schedule and Readings

### Week 1 (March 28-April 1)

#### Introduction: Culture Contact and Colonialism

Wright, Donald R.

1999 “What Do You Mean There Were No Tribes in Africa?": Thoughts on Boundaries and Related Matters in Precolonial Africa. *History in Africa* 26: 409–426.

## Week 2 (April 4-8)

### Anthropology as Colonialism

McGuire, Randall H.

2004 Contested Pasts: Archaeology and Native Americans. In *A Companion to Social Archaeology*, edited by Lynn Meskell and Robert W. Preucel, pp. 374–395. Blackwell, Malden, Massachusetts.

Thomas, David Hurst

2000 Collecting Your Fossils Alive. In *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*, by David Hurst Thomas, pp. 77-90. Basic Books, New York.

## Week 3 (April 11-15)

### Visualizing Difference: Photographs, Dioramas, and Depictions of Otherness

Edwards, Elizabeth

2003 Talking Visual Histories: Introduction. In *Museums and Source Communities*, edited by Laura Peers and Alison K. Brown, pp.83–99. Routledge, New York.

Loren, Diana

2007 Corporeal Concerns: Eighteenth-Century Casta paintings and Colonial Bodies in Spanish Texas. *Historical Archaeology* 41(1):23–36.

*Film Mon (4/11), Coming to Light: The Edward S. Curtis Story*



*Spaniard and Indian Produce a Mestizo, attributed to Juan Rodriguez Juarez, ca. 1715.*

**Week 4 (April 18-22)**

## **Identity and Colonialism: Material Strategies**

Costello, Julia C., and John R. Johnson

2015 Colonization's Cultural Earthquake. In *First Coastal Californians*, edited by Lynn H. Gamble, pp. 97–104. School for Advanced Research Press, Santa Fe.

Lightfoot, Kent G., Antoinette Martinez, and Ann M. Schiff

1998 Daily Practice and Material Culture in Pluralistic Social Settings: An Archaeological Study of Culture Change and Persistence from Fort Ross, California. *American Antiquity* 63:199–222.

*Optional site visit Mon (4/18), Santa Barbara Museum of Natural History (no lecture held)*

## **Week 5 (April 25-29)**

### **Lines Dividing Gender: Material Worlds of Men and Women**

Troccoli, Ruth

1992 Colonization and Women's Production: the Timucua of Florida, in *Exploring Gender through Archaeology*, edited by Cheryl Claassen, pp. 95-102. Prehistory Press, Madison.

Voss, Barbara L.

2005 From *Casta* to *Californio*: Social Identity and the Archaeology of Culture Contact. *American Anthropologist* 107: 461–474.

*Midterm Review Wed (4/27)*

## **Week 6 (May 2-6)**

**\*\*MIDTERM MONDAY MAY 2**

### **Consuming Colony: Foodways in Colonial Encounters**

Bardolph, Dana N.

2014 Evaluating Cahokian Contact and Mississippian Identity Politics in the Late Prehistoric Central Illinois River Valley. *American Antiquity* 79:69–89.

Pavao-Zuckerman, Barnet, and Diana DiPaolo Loren

2012 Presentation is Everything: Foodways, Tablewares, and Colonial Identity at Presidio Los Adaes. *International Journal of Historical Archaeology* 16:199–226.

*Note: Weekly Reading Response due Wed (5/4)*

## Week 7 (May 9-13)

### Capitalism and Colonialism: Negotiating Labor and Products

Spielmann, Katharine A., Tiffany Clark, Diane Hawkey, Katharine Rainey, and Suzanne K. Fish  
2009 “...being weary, they had rebelled”: Pueblo Subsistence and Labor under Spanish Colonialism. *Journal of Anthropological Archaeology* 28:102-125.

VanDerwarker, Amber M., Jon B. Marcoux, and Kandace D. Hollenbach  
2013 Farming and Foraging at the Crossroads: The Consequences of Cherokee and European Interaction through the Late Eighteenth Century. *American Antiquity* 78:68–88.

*Guest lecture Mon (5/9), Dr. Amber VanDerwarker (UCSB Anthropology)*

## Week 8 (May 16-20)

### Conquest and Domination

Cameron, Catharine  
2015 Captives and Slaves. In *Linking the Histories of Slavery in North America and its Borderlands*, edited by Bonnie Martin and James F. Brooks, pp. 9–34. School for Advanced Research, Santa Fe.

Diamond, Jared  
1999 Hemispheres Colliding. In *Guns, Germs, and Steel: The Fates of Human Societies*, by Jared Diamond, pp. 354–375. Norton, London.

*Guest lecture Mon (5/16), Dr. James Brooks (UCSB Anthropology)*



*A British merchant being carried by a Sikkimese lady on her back. West Bengal, ca. 1903.*

## **Week 9 (May 23-27)**

### **Resistance and Persistence**

Wilcox, Michael

2010 Marketing Conquest and the Vanishing Indian: An Indigenous Response to Jared Diamond's *Guns, Germs, and Steel* and *Collapse*. *Journal of Social Archaeology* 10(1):92–117.

Panich, Lee M.

2013 Archaeologies of Persistence: Reconsidering the Legacies of Colonialism in Native North America. *American Antiquity* 7:105–122.

**\*\*CRITICAL RESPONSE PAPER DUE WED MAY 25**

## **Week 10 (May 30-Jun 3)**

**\*\*NO CLASS MON MAY 30 (MEMORIAL DAY HOLIDAY)**

### **Moving Forward: Closing Thoughts on Practical Politics**

Kuwanwisiwma, Leigh J.

2008 Collaboration Means Equality, Respect, and Reciprocity: A Conversation about Archaeology and the Hopi Tribe. In *Collaboration in Archaeological Practice: Engaging Descendant Communities*, edited by Chip Colwell-Chanthaphonh and Thomas J. Ferguson, pp. 151–169. AltaMira Press, Lanham, MD.

Silliman, Stephen W.

2009 Change and Continuity, Practice and Memory: Native American Persistence in Colonial New England. *American Antiquity* 74:211–230.

*Final Exam Review Wed (6/1)*

*Note: Weekly Reading Response due Wed 6/3)*

## **Exam Week (Jun 6-10)**

**\*\*FINAL EXAM FRIDAY JUNE 10 12-3 PM**

*Have a great quarter!*