

Proseminar in Anthropology—Culture Contact and Colonialism

Anthropology 406-02
Spring 2009

Chris Rodning
504.862.3067
crodning@tulane.edu
<http://www.tulane.edu/~crodning/>

class meets

TR 3:30 – 4:45, Newcomb 18

<http://tulane.edu/tulane/about/maps/newcomb-hall.cfm>

office hours

M 3-4 | W 11-12, 1326 Audubon Street

<http://tulane.edu/tulane/about/maps/anthropology.cfm>

COURSE DESCRIPTION

The proseminar in anthropology is the capstone course for all undergraduate anthropology majors at Tulane. Each proseminar considers a selected theme or themes from the perspective of the four major subfields of anthropology, including cultural anthropology, linguistics, archaeology, and biological anthropology. This section of the anthropology proseminar concentrates on the topic of culture contact and colonialism. The study of colonialism and its myriad outcomes is and has been a major topic of study in anthropology, and the history of anthropology as an academic discipline is closely related to the history of colonial encounters between Europeans and native peoples throughout the world.

Colonialism is a condition in which a group of people dominates or attempts to dominate another group or other groups of people. Colonies are implanted settlements established by one society in uninhabited areas or in territories of another society. The word “colony” originally referred primarily to a farm, and more generally, to an emphasis on generating resources from settlements in “foreign” lands. Theoretically, it is possible to imagine cases of “colonies without colonialism,” and “colonialism without colonies,” and there is some empirical evidence for both. Normally, the centers of colonial systems are located at some distance from colonies, but not necessarily, and colonialism can and does affect dynamics within local communities. Anthropologists have explored a broad array of colonial situations in the past and present, and they have demonstrated that colonialism has myriad and enduring affects on the lives of people and communities, even after colonies or claims to colonial power have been abandoned. Exploring diverse forms of evidence, anthropologists have studied the relationship between colonialism and social justice, conflict, warfare, diplomacy, slavery, political economy, religion and ritual, identify formation, the formation of pidgin and creole languages, the birth and death of languages, public health, human rights, and many other topics of interest to anthropology and related disciplines.

Colonialism has greatly affected the formation of the modern global community and the disparities that are present within it. Any attempt to understand our world in the present must consider the ways in which it has been shaped and is shaped by colonialism and differential access to power, wealth, and resources. Therefore, anthropological knowledge about colonialism offers a valuable perspective on our lives as global citizens, in addition to our academic lives as students of anthropology.

Course requirements include doing a set of readings that covers all four subfields of anthropology, taking a midterm and a final exam, writing a term paper, giving a term paper presentation, leading one class discussion, and participating in class discussions throughout the semester.

This syllabus includes a schedule of class meetings, topics, assignments, and exams, as well as a list of course policies.

The following books are required for the course.

- 1) **Wolf 1997**, *Europe and the People Without History*, by Eric R. Wolf, University of California Press, Berkeley, 1997 (originally published in 1982), ISBN 0520048989
- 2) **Thomason 2001**, *Language Contact: An Introduction*, by Sarah G. Thomason, Georgetown University Press, Washington, D.C., 2001, ISBN 0878408541
- 3) **Mallios 2006**, *The Deadly Politics of Giving: Exchange and Violence at Ajacan, Roanoke, and Jamestown*, University of Alabama Press, Tuscaloosa, 2006, ISBN 0817353364

Additional readings are available in our "Course Documents" section on Blackboard.

COURSE OBJECTIVES

The objectives of this course are:

- 1) to consider the variety of ways that anthropologists study colonialism, intergroup interaction, and culture contact in the past and present,
- 2) to explore the variation in forms of culture contact and colonialism in human history and prehistory,
- 3) to compare and contrast the contributions of the different subfields of anthropology (including cultural anthropology, linguistics, archaeology, and biological anthropology) to knowledge about culture contact and colonialism,
- 4) to develop a comparative approach to the study of culture contact and colonialism.

PROGRAM OUTCOMES

Student participation in the anthropology proseminar accomplishes the following goals of the Tulane School of Liberal Arts and its Department of Anthropology:

- 1) Students will develop skills in critical thinking, oral presentations, and writing.
- 2) Students will learn how to identify topics and questions for scholarly consideration and discussion, how to develop arguments based on empirical evidence, and how to evaluate arguments.
- 3) Students will learn how to apply analytical skills in anthropology to advance our knowledge of our modern world and our place within it.
- 4) Students will learn how to relate empirical evidence to anthropological theory.

LEARNING OUTCOMES

Students will be able to do the following after taking this course:

- 1) Describe situations of culture contact and colonialism and its effects upon the groups of people involved.
- 2) Analyze anthropological evidence of changing social dynamics within situations of culture contact and colonialism.
- 3) Evaluate arguments based on ethnographic, historical, linguistic, archaeological, and biological datasets about culture contact and colonialism.
- 4) Recognize evidence for domination and resistance in colonial settings.
- 5) Relate situations of culture contact and colonialism to the historical and cultural backgrounds from which they developed.
- 6) Identify outcomes of colonialism that have shaped the modern world.

COURSE SCHEDULE

CULTURAL ANTHROPOLOGY

T1/13	Bohannon 2001 (article on Blackboard)	
R1/15	Podolefsky 2001 (article on Blackboard)	
M1/19	MARTIN LUTHER KING DAY	
T1/20	Wolf 1997 , pages 3-23	
R1/22	Wolf 1997 , pages 24-72	
T1/27	Wolf 1997 , pages 73-125	
R1/29	Wolf 1997 , pages 129-157	
T2/3	Wolf 1997 , pages 158-194	
R2/5	Wolf 1997 , pages 195-231	
T2/10	Wolf 1997 , pages 231-261	term paper topic statement due
R2/12	Wolf 1997 , pages 265-309	
T2/17	Wolf 1997 , pages 310-353	
R2/19	Wolf 1997 , pages 355-383	
M2/23	MARDI GRAS	
T2/24	LUNDI GRAS	
R2/26	Wolf 1997 , pages 385-391	
T3/3	MIDTERM EXAM	3:30PM – 4:45PM

LINGUISTICS

R3/5	Thomason 2001 , pages 1-25, 247-249	
T3/10	Thomason 2001 , pages 59-95	
R3/12	Thomason 2001 , pages 129-153	
T3/17	Thomason 2001 , pages 157-189	term paper draft (four pages) due
R3/19	Thomason 2001 , pages 196-218, 222-238, 240-245	
S3/22 – S3/29	SPRING BREAK	

ARCHAEOLOGY

T3/31	I. W. Brown 2006; Cronk 2001; Lee 2001 (articles on Blackboard)
R4/2	Mallios 2006 , chapters 1-3
T4/7	Lange 2007; Mann 2007; Potter 2006 (articles on Blackboard)
R4/9	Mallios 2006 , chapters 4-6
F4/10 – M4/13	EASTER BREAK

BIOLOGICAL ANTHROPOLOGY

T4/14	D'Errico 2003; D'Errico et al. 1998; Mellars 1999 (articles on Blackboard) Hollimon 2000b; Ruff and Larsen 2001; Stojanowski 2005 (all on Blackboard)	
R4/16	Mellars 2005; Shea 2003b; Zilhao 2006 (articles on Blackboard) D'Errico 2003; Shea 2003b; Zilhao 2006 (articles on Blackboard)	
T4/21	TERM PAPER PRESENTATIONS	
R4/23	Manson and Wrangham 1991; Silk 2002; Stanford 1999 (articles on Blackboard)	
T4/28	TERM PAPER PRESENTATIONS	final term paper due
S5/2	FINAL EXAM	1:00PM – 5:00PM

READINGS

Students should complete reading assignments before the class for which they are assigned.

WRITING

All students taking this course will write a term paper, of 10 to 15 (double-spaced/typed) pages in length, on any topic related to the themes of this course. All students will submit a brief (one paragraph) statement about their term paper topics on **February 10**, and a draft of at least four pages of their term papers by **March 17**. The deadline for the final version of the term paper is **April 28**, and students will give brief presentations (approximately five to seven minutes) about their term papers in class on that day and on **April 21**.

EXAMS

All students taking this course will take a midterm exam in class on March 3, 2009, from 3:30-4:45PM, and a final exam on May 2, 2009, from 1:00-5:00PM.

GRADES

Students will earn points towards final grades for this course throughout the semester, according to their performance on tests and writing assignments, and through class participation. Final grades are determined as follows.

Semester grade scores are determined by the following components:

class participation	10%
midterm exam	15%
term paper topic statement	5%
term paper draft	5%
class discussion	10%
term paper presentation	10%
final term paper	25%
final exam	20%

Letter grades are derived as follows:

A = 94+	B+ = 87-89	C+ = 77-79	D = 60-69
A- = 90-93	B = 84-86	C = 74-76	F = <60
	B- = 80-83	C- = 70-73	

COURSE POLICIES

Students are encouraged to participate actively in class discussions and are expected to respect the thoughts and opinions shared by others taking this course. Take advantage of your chances to read, to write, to reflect, and to learn in this course and in your other courses. Attendance is mandatory, and students are expected to attend and to participate in every scheduled class meeting. Reading and homework assignments should be completed by the date for which they are assigned, and the exams must be taken as scheduled. Each student may be absent from **two** classes, after which points will be deducted from the class participation component of his or her course grade. If students are absent for more than **two** consecutive class meetings, these absences will be reported to the academic advising center on an excessive absence form.

Students are welcome to study with each other and to talk about the material and ideas covered in the course, but completed assignments must reflect individual thought and effort.

Cheating on exams, plagiarism of written material, and other forms of academic misconduct are strictly forbidden, they will lead to disciplinary action, and academic misconduct by a student may result in a failing grade for this course. Students are responsible for familiarizing themselves with the honor code and adhering to it—<http://college.tulane.edu/honorcode.htm>. The more general code of student conduct, which includes statements about the honor code and other university policies, is available on line at—<http://studentaffairs.tulane.edu/judicial/CodeofStudentConduct.pdf>.

In addition to consulting with the professor about issues related to coursework and their performance in this course in particular, students are welcome to consult with teachers and staff of the Center for Educational Resources and Counseling here at Tulane University (<http://www.erc.tulane.edu/>), whose web site includes pages devoted to study tips (<http://www.erc.tulane.edu/study/index.htm>), tutoring services (<http://www.erc.tulane.edu/tutoring/index.htm>), and counseling services (<http://www.erc.tulane.edu/counseling/index.htm>). Please know that those resources are there for you if you want or need them. There is nothing wrong with asking for help.

LEARN MORE

Los Adaes	http://www.crt.state.la.us/siteexplorer/
Mission San Luis	http://www.missionsanluis.org/
Fort Ross State Park	http://www.fortrossstatepark.org/
Captain James Cook	http://library.hanover.edu/cook/
Exploring Joara Project	http://www.warren-wilson.edu/~arch/
Werowcomoco Research Project	http://powhatan.wm.edu/
Jamestown and Powhatan	http://ngm.nationalgeographic.com/ngm/jamestown/
Lewis and Clark	http://www.nationalgeographic.com/lewisandclark/
Historic Monticello (Thomas Jefferson)	http://www.monticello.org/
The Hermitage (Andrew Jackson)	http://www.thehermitage.com/
Jamestown Rediscovery	http://www.apva.org/jr.html
Virtual Jamestown	http://www.virtualjamestown.org/
Historic Jamestowne	http://www.nps.gov/jame/
Colonial National Historical Park	http://www.nps.gov/colo/
Pecos National Monument	http://www.nps.gov/peco/
Lewis and Clark National Historic Trail	http://www.nps.gov/lecl/
Santa Fe National Historic Trail	http://www.nps.gov/safe/
Trail of Tears National Historic Trail	http://www.nps.gov/trte/
Little Bighorn Battlefield	http://www.nps.gov/libi/
Fort Stanwix National Monument	http://www.nps.gov/fost/
Fort Carolina National Memorial	http://www.nps.gov/foca/
Egypt and Nubia	http://www.pbs.org/wonders/fr_e1.htm
The Swahili Coast	http://www.pbs.org/wonders/fr_e2.htm
The African Slave Trade	http://www.pbs.org/wonders/fr_e3.htm
Christianity in Ethiopia	http://www.pbs.org/wonders/fr_e4.htm
The Road to Timbuktu	http://www.pbs.org/wonders/fr_e5.htm
Ancient Cities of Southern Africa	http://www.pbs.org/wonders/fr_e6.htm
The Silk Road	http://depts.washington.edu/silkroad/
The Inka Empire in the Andes	http://www.pbs.org/wgbh/nova/inca/
Spanish Conquistadors in the Americas	http://www.pbs.org/conquistadors/
Vikings in the Middle Ages	http://www.pbs.org/wgbh/nova/vikings/
Vikings in the North Atlantic	http://www.mnh.si.edu/vikings/
York Factory National Historic Park of Canada	http://www.pc.gc.ca/lhn-nhs/mb/yorkfactory/index_E.asp
Prince of Wales Fort National Historic Park	http://www.pc.gc.ca/lhn-nhs/mb/prince/index_E.asp
The Forks National Historic Park of Canada	http://www.pc.gc.ca/lhn-nhs/mb/forks/index_E.asp
Red Bay National Historic Site of Canada	http://www.pc.gc.ca/lhn-nhs/nl/redbay/index_E.asp
Port-Royal National Historic Park	http://www.pc.gc.ca/lhn-nhs/ns/portroyal/index_E.asp
L'Anse Aux Meadows National Historic Site	http://www.pc.gc.ca/lhn-nhs/nl/meadows/index_E.asp
Upper Tigris Archaeological Research Project	http://arcserver.usc.edu/
Hacinebi Archaeological Project	http://faculty-web.at.northwestern.edu/anthropology/stein/