ANP 462: Historical Archaeology of Frontiers and Colonization
(3 credits)
Dr. Stacey L. Camp
Spring 2018

Day/Time: Mondays & Wednesdays 12:40-2pm
Location: McDonel Hall, Room C103
Email: campstac@msu.edu
Phone: 517-353-6732
Office Location: McDonel Hall, Room E-34
Office Hours: Mondays 2:15pm-3:15pm; Wednesdays 2:15pm-4:15pm; and by appointment.

COURSE CATALOG DESCRIPTION
Cultural dynamics and historical archaeological research in frontier and colonizing situations.
European expansion in North America.

COURSE OBJECTIVES
This course provides an entry point into the historical and archaeological study of frontiers and colonies in the past.

The first part of this course will involve defining what we mean by colonialism and frontiers. We will look at Frederick Jackson Turner’s seminal “frontier thesis” on the Western U.S., and examine how that conception of the frontier has shaped American history, mythology, and belief systems. We will then turn away from the American West to examine how colonialism has been defined, with a particular emphasis on how gender, sexuality, and consumption have shaped various forms of imperialism around the globe.

This course is meant to give you both a conceptual and theoretical grounding in how and why imperialism operates, as well as a practical understanding of how archaeologists can see its outcomes in both the built environment and artifactual evidence. Generally, on Mondays we will spend time unpacking a particular theoretical model commonly used to study imperialism, frontiers, and colonization. The theoretical models we will look at this semester include orientalism, colonial mimicry, settler colonialism, and power. On Wednesdays, we will explore how archaeologists have applied these models to archaeological data, or archaeological case studies that could be informed or shaped by such theories.

Finally, we will also look at a few local case studies of colonialism and frontiers in Michigan. We will familiarize ourselves with archaeological collections associated with this theme held at the Michigan History Center and archival resources at MSU’s Library on fieldtrips.
COURSE MATERIALS & REQUIREMENTS
There are two required books for the course, which are available for purchase through MSU’s Spartan Bookstore. They are:


Both books are also on Course Reserve at MSU’s Library, which can be found via this link: [http://catalog.lib.msu.edu/search/r?search=ANP462&Submit=Search](http://catalog.lib.msu.edu/search/r?search=ANP462&Submit=Search)

Internet access is required in order to view your course grades on Desire2Learn, also known as D2L. Other course readings can be found in D2L under their associated week.

ASSIGNMENTS
The assignments for this course are designed to teach you how to apply what we have learned in class to our modern world. They are also designed to teach you the fundamentals of historical archaeological research using primary and secondary sources.

The course is worth a total of 200 points.

Applying Theory to Film Paper (60 points)
This paper will give you the opportunity to apply the theories we’ve read and discussed to the film of *Indiana Jones & the Temple of Doom* (1984), which we will watch and discuss in-class. It will serve as your final for the course, and will be due on the final day of class. The film is on reserve for this course at MSU’s library, and is available to check out for 24 hours. It can also be found on Amazon Prime. We will have an opportunity for peer review in our class and you will be required to submit your original draft.

Journal (60 points)
You will be expected to write a total of 4 journal entries throughout the semester, with each entry worth 15 points. These journal entries will help guide and frame class discussion. Hard copies should be submitted to Dr. Camp, who will give you feedback on them. The journal is a space to explore things you do not understand (e.g. terms, concepts), questions you might have for me or the author, ideas or inspiration gained from the reading(s), and a place to connect themes across readings. While your opinion is always welcome in discussion and in journals, you should focus
your response on the reading. The journal is your opportunity to show me you are reading for the class. It should be used as a springboard for class discussion during the week it is due, and help you prepare and organize your thoughts about the theme of the week (or themes across the course). Also, critique of the work is certainly encouraged, but you should also consider why this article was published. What, for instance, is seminal or important about it? How does archaeology or this particular theoretical model shed light on colonialism and imperialism? How might you apply this idea or concept to issues facing us in the modern world?

Your entry should be 1-2 pages (double spaced) and written in 12 point Times New Roman font with 1 inch page margins. Journal entries are due at the beginning of class on Wednesday of Weeks 3, 4, 5, and 12.

**Advertising Colonialism & Frontiers Project (60 points)**
During the first part of the semester, we will explore how imagery and iconography shape our understandings of colonies, politics, cultures, and conquest. You will be expect to apply what you have learned to either historic or contemporary marketing materials. You will be expected to collect a set of marketing materials, such as historic advertisements, and then interpret that data through the lens of the theories and readings we have discussed in the semester. In order to help you manage the project, it is broken down into three components. You will receive more information on the project during the semester. These three components include:

1. **Annotated Bibliography (25 points)** (due March 19th in-class)
2. **Marketing Paper (30 points)** (due April 16th in-class)
3. **In-class Presentation (5 points)** (final week of class)

**Participation & Attendance (20 points)**
This class is a very small upper division seminar, which means students will be expected to participate in discussion every single class. I will take attendance on random dates throughout the semester, which will be entered in D2L. If you are absent for more than 2 classes (1 week of class), you will be docked 5 points for participation and attendance for each additional class you miss. That being said, please do not come to class sick or ill. Let me know if you are sick, and keep me informed if there are ongoing issues preventing you from attending class. Please plan your spring break and end of semester travel accordingly, as I cannot reschedule finals or oral presentation dates.

**Late Work Policy**
Late work will be marked down by one grade for every day that it is late.
**Viewing Grades**
Grades will be entered into D2L within one week of the assignment’s deadline unless Dr. Camp is ill or an emergency arises. Dr. Camp is always happy to meet with students to discuss their grades on assignments, or drafts of an assignment.

**ARCHIVAL RESOURCES FOR ADVERTISING PROJECT**
- Coloribus ([https://www.coloribus.com/adsarchive/](https://www.coloribus.com/adsarchive/))
- University of California, Davis’ The Marchand Collection ([http://marchand.dss.ucdavis.edu/](http://marchand.dss.ucdavis.edu/))

**CONTACTING DR. CAMP**
Dr. Camp can be contacted via email at campstac@msu.edu. She normally takes 48 hours to respond or less unless it is a holiday or weekend. Her office hours are listed at the top of the syllabus, or can be scheduled via email.
ABBREVIATED COURSE SCHEDULE*
*Note that while we will do our best to stay on task and schedule, this syllabus is subject to change.

**WL refers to the required textbook by Richard White and Patricia Nelson Limerick
***VC refers to the required textbook by Barbara L. Boss and Eleanor Conlin Casella

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<th>Week</th>
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<th>Topic</th>
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<th>Activities</th>
<th>Work Due</th>
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<td>Week 1</td>
<td>1/8, 1/10</td>
<td>Intro. to Course/ Frontiers</td>
<td>Course Syllabus; Turner (D2L)</td>
<td>Review Course Expectations; Lecture/Discussion</td>
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<td>Week 2</td>
<td>1/17</td>
<td>Frontiers</td>
<td>**WL (pp. 1-65)</td>
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<td>Week 3</td>
<td>1/22, 1/24</td>
<td>Frontiers (end)/ Colonialism (start)</td>
<td>WL (pp. 67-102); ***VC Casella/Voss (pp. 1-10), VC Voss (pp. 173-192)</td>
<td>Lecture/Discussion</td>
<td>Journal #1 Due In-Class</td>
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<td>Week 4</td>
<td>1/29, 1/31</td>
<td>Gender &amp; Sexuality in Colonialism</td>
<td>VC Voss (pp.11-28); VC Croucher (pp. 67-84), VC Weismantel (pp. 303-320)</td>
<td>Lecture/Discussion</td>
<td>Journal #2 Due In-Class</td>
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<td>Week 5</td>
<td>2/5, 2/7</td>
<td>Imperialist Nostalgia</td>
<td>Rosaldo (D2L); VC Rubertone (pp. 232-251), VC Shepherd (pp. 290-302)</td>
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<td>Journal #3 Due In-Class</td>
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<td>Week 6</td>
<td>2/12, 2/14</td>
<td>Field Trip: (MSU Special Collections); Orientalism</td>
<td>(for Wednesday) Said -</td>
<td>Field Trip/Discussion &amp; Film on Said</td>
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<td>Week</td>
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<td>7</td>
<td>2/19, 2/21</td>
<td>Field Trip (Michigan History Center); Brainstorm Marketing Project</td>
<td>(Edward Said on Orientalism: “The Orient” Represented in Mass Media”)</td>
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<td>8</td>
<td>2/26, 2/28</td>
<td>Power</td>
<td>Foucault (D2L); VC Weiss (pp. 49-66)</td>
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<td>Field Trip to Michigan History Center/Discussion</td>
<td>Lecture/Discussion</td>
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<td><strong>Marketing Proposal Due In-Class</strong></td>
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<td>3/12, 3/14</td>
<td>Subaltern</td>
<td>Spivak (D2L); Hall (D2L)</td>
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<td>Discussion</td>
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<td><strong>Marketing Annotated Bibliography Due In-Class on 3/19</strong></td>
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<td>Film/Dr. Dean Anderson’s Talk (State Archaeologist), Discussion</td>
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<td><strong>Marketing Annotated Bibliography Due In-Class on 3/19</strong></td>
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<td>3/26, 3/28</td>
<td>Colonial Mimicry</td>
<td>Bhabha (D2L); Pezzarossi (D2L)</td>
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<td>Discussion</td>
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<td>12</td>
<td>4/2, 4/4</td>
<td>Michigan Colonies &amp; Frontiers (Dr. Michael Nassaney)</td>
<td>Nassaney (D2L); Surface-Evans (D2L)</td>
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<td>Dr. Nassaney’s Lecture/Discussion</td>
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<td><strong>Journal #4 Due In-Class</strong></td>
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<td>4/9, 4/11</td>
<td>Settler Colonialism (*SAAs on 4/11)</td>
<td>Wolfe (D2L); Comaroff (D2L)</td>
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<td>Discussion</td>
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<td>4/16, 4/18</td>
<td>Commodity Fetishism</td>
<td>Marx (D2L); McClintock (D2L)</td>
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<td>Discussion</td>
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<td><strong>Marketing Paper Due In-Class</strong></td>
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<td>Week 15</td>
<td>4/23, 4/25</td>
<td>Student Presentations</td>
<td>None</td>
<td>Oral Presentations/Course Reflections</td>
<td>Oral Presentations/Applying Theory to Film Paper Due In-Class on 4/25</td>
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EXPANDED SYLLABUS (note course deadlines are not listed below)

Week 1: Course Introduction & the “Frontier” Thesis
- Monday, January 8th: Review Syllabus
- Wednesday, January 10th: Lecture/Discussion
  Turner, Frederick Jackson (1893) “The Significance of the Frontier in American History.”

Week 2: Frontiers
- Wednesday, January 17th: Discussion
  WL: “Introduction” (pp. 1-5) & “Frederick Jackson Turner and Buffalo Bill” (pp. 7-65)

Week 3: Sexuality, Gender, and Imperialism
- Monday, January 22nd: Lecture/Discussion
  WL: “The Adventures of the Frontier in the Twentieth Century” (pp. 67-102)
- Wednesday, January 24th: Discussion
  VC: “Intimate Encounters: The Archaeology of Sexualities within Colonial Worlds” (pp. 1-10)

Week 4: Gender & Sexuality in Colonialism
- Monday, January 29th: Lecture/Discussion
  VC: “Sexual Effects: Postcolonial and Queer Perspectives on the Archaeology of Sexualities and Empire” (pp. 11-28)
- Wednesday, January 31st: Discussion
  VC: “A Concubine is Still a Slave:’ Sexual Relations and Omani Colonial Identities in Nineteenth-Century East Africa” (pp. 67-84)
  VC: "Obstinate Things" (pp. 303-320)

Week 5: Imperialist Nostalgia
- Monday, February 5th: Lecture/Discussion
- Wednesday, February 7th: Discussion
  VC: “Monuments and Sexual Politics in New England Indian Country” (pp. 232-251)
  VC: “Showing, Telling, Looking: Intimate Encounters in the Making of South African Archaeology” (pp. 290-302)
Week 6: Field Trip/Orientalism

Monday, February 12th  
Field Trip to MSU Special Collections

Wednesday, February 14th  
Discussion


Week 7: Field Trip/Workshop

Monday, February 19th  
Field Trip to Michigan History Center

Wednesday, February 21st  
Workshop Day (discuss marketing project)

Week 8: Power

Monday, February 26th  
Lecture/Discussion


Wednesday, February 28th  
Discussion

VC: “The Curse of Intimacy: Transformations of the Domestic Sphere on the Late-Nineteenth Century Diamond Fields” (pp. 49-66)

Week 9: Subaltern

Monday, March 12th  
(no lecture)/Discussion


Wednesday, March 14th  
Discussion


Week 10: Film & Discussion

Monday, March 19th  
Watch Indiana Jones & the Temple of Doom

Wednesday, March 21st  
Dr. Dean L. Anderson (State Archaeologist for Michigan) Talk; Finish Movie/Discussion

Week 11: Colonial Mimicry

Monday, March 26th  
(no lecture)/Discussion


Wednesday, March 28th  
Discussion


**Week 12: Michigan Colonies & Frontiers (potential guest lecturer; TBA)**
- **Monday, April 2nd**: Michael Nassaney Visits Class
  - Read Nassaney’s Article (draft format - please do not circulate) in D2L.
- **Wednesday, April 4th**: Discussion

**Week 13: Settler Colonialism**
- **Monday, April 9th**: (no lecture)/Discussion
- **Wednesday, April 11th**: Discussion

**Week 14: Commodity Fetishism**
- **Monday, April 16th**: (no lecture)/Discussion
- **Wednesday, April 18th**: Discussion

**Week 15: Student Presentations/Course Reflections & Wrap-Up**
RESOURCE CENTER FOR PERSONS WITH DISABILITIES
Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible. To make an appointment with a specialist, contact: (517) 353-9642, or TTY: (517) 355-1293
The website for RCPD is http://MYProfile.rcpd.msu.edu.

LIMITS OF CONFIDENTIALITY
Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

→ Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
→ Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
→ Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

TECHNICAL ASSISTANCE
If you need technical assistance at any time during the course or to report a problem you can:
COMMIT TO INTEGRITY: ACADEMIC HONESTY
Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.)

DROPS AND ADDS
The last day to add this course is the end of the first week of classes. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZATION LECTURE NOTES
Commercialization of lecture notes and university-provided course materials is not permitted in this course.

PUBLICATIONS
Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

BUILD RAPPORT
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport
and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**DISRUPTIVE BEHAVIOR**

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

**MSU ATTENDANCE POLICY**

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.