Money, Power & Religion: The Archaeology of Empires and Colonialism
Anthropology 390 - Fall 2013

Instructor: Gwen Kelly
Office: 
Office Hours: 
Office Phone: 
Email: 

Class Room: 
Class Times: 
Website: 

The Prince of Wales, later Edward VII, during a hunt in British India (1875-76), by Samuel Bourne.

Course Description
Empires are some of the worlds most complex and fascinating forms of political organization. For a broad working definition we can say that empires are political systems that are regionally expansive, exert a great deal of power over their subjects, and frequently extract large amounts of wealth from areas they control. Though you may have heard the term postcolonial used in academic discourse, this should not be taken to mean that the modern world is post- (or past) colonialism (and empire). In this course we will explore the archaeology of empires and colonialism in a comparative framework, and examine themes including sex, politics, economics, religion, power and collapse. In this course, the comparative anthropological approach to the study of empires is not intended solely to show commonalities or distill out a single meaning or definition of empire, but instead to show both similarities and differences, and to understand how and why they exist. Finally, we will consider the politics of the past, and some of the ways in which the archaeology of empires and colonialism is relevant today.

Course Questions
• Why do we employ the comparative approach in the archaeology of empires and colonialism? What are the pros and cons of a comparative view?
• How do we define key concepts such as empire, colonialism, power, and sovereignty? Why are there so many ways to define these terms?
• Is there a difference between imperialism and colonialism, if so what is it?
• Is there a fundamental difference between ‘pre-modern’ and ‘modern’ empires? If so, what is it?
• How are empires organized politically, economically, and socially? What are some of the common features of imperial organization, and what are the differences?
• Is it possible (or desirable) to come up with a unified theory of empire?

**Course Objectives**

• You will develop a deeper understanding of empires and colonialism, the processes, and variable histories of imperialism and colonialism.
• You will be familiar with a wide variety of archaeological case studies of empire, as well as some of the key issues in the study of empires from an anthropological-archaeological perspective.
• You will develop a basic understanding of practice theory, postcolonial theory and postcolonial archaeological practice and ethics.
• You will have an appreciation for the relevance of archaeology to the present, and the future, and the politics of archaeology in the modern world.

**Course Structure**
The course will be a seminar-style discussion course, with readings, short essays, and a large research assignment. I will occasionally present some additional information in lecture format to supplement the readings, though the primary focus will be discussion. You are expected to come to class having read the readings assigned for each session, and be ready for discussion. In the first few weeks of the course readings I will provide questions to think about in preparation for discussion. After the first three weeks of class, you will be required to submit your own discussion topics and questions by email.

**Assignments and Evaluation**

• *Reading discussion questions/topics*, to be submitted by email by midnight before the day of the class, as well as attendance and in-class participation. (12 points per week * 15 weeks = 180 pts.) Total of 30% of the course grade.

• *Three short essays related to weekly topics*. Essays will be 3 – 5 (max) pages (double-spaced, 12 point Times New Roman font, 1 inch margins). Out of the weeks listed with potential essay topics you must choose three. The essay will be due in class the week that the topic is listed. Each essay must consider, and cite, all of the readings for the week, and must include at least one reference not listed for the weekly readings. Each essay should take a position on the topic, and make an argument. They should have essay structure, with introduction, body and conclusion, and include a bibliography in the correct citation style. I will hand out a style guide. (3 x 50 points = 150 pts.) Total 25% the course grade.

• *Final Research paper and presentation*, to be written on a topic of the student’s choice, relating to the subject of the course. The paper must focus on two case studies of empire or colonialism, and consider topics and themes relevant to the course. Students will be expected to submit a half-page topic statement 6 weeks before the due date (5%), and a
preliminary bibliography 4 weeks before the due date (5%), a 15-minute in-class presentation (5%), and the final paper of 10 - 15 pages (30%). Students are advised to meet with me during office hours to discuss their paper topic. In addition, if you would like to submit a complete rough draft of the paper at least one week before the final deadline I will be happy to give feedback in advance. (Topic statement 30pts + Preliminary Bibliography 30 pts + In-class presentation 30 pts + Final paper 180 points = 270 points). This project will count for a total 45% of the course grade.

Your final grade will be based on:

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<th>Points</th>
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<tbody>
<tr>
<td>Reading Questions &amp; Class Participation</td>
<td>180</td>
<td>30%</td>
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<tr>
<td>Essays on Weekly Topics (50 x 3)</td>
<td>150</td>
<td>25%</td>
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<tr>
<td>Paper Topic Statement</td>
<td>30</td>
<td>5%</td>
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<tr>
<td>Preliminary Bibliography</td>
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<td>In-class Presentation</td>
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<td>Final Paper</td>
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**Grading Scale**

Final letter grades for the course will be assigned based on this scale:

- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F < 59%

**Grading and Attendance Policies**

Discussion topics/questions are due by midnight the night before class, and will not be counted if they are received after that deadline. For each class session that requires a discussion question/topic, the discussion question for each class is worth 3 points, and attendance and participation is worth 3 points. For class sessions that don’t require a discussion question/topic, attendance and participation in class is worth 6 points.

You may arrange in advance to miss a class or an exam for valid reasons, recognized by the university, including religious holidays and doctors appointments. You may contact me by phone or email to discuss an absence, and in the case of an exam, schedule an alternative time. If you miss an exam without contacting me prior to the exam, and without documented evidence of an emergency, no make-up time will be offered.

Late work will not be accepted without a doctor’s note or other documented excuse. If you know in advance you will not be able to turn an assignment in on time, (ie. the topic, bibliography, or final paper) please make arrangements with me.

You must turn in your paper topic and bibliography in advance in order to get credit for the research paper. If you do not turn in both the paper topic and bibliography in advance, you will receive zero credit for the entire paper/project (45% of the course grade), this means if you have
100% of everything else, the best possible grade you could get would be 55% of the course grade, which is an F.

In advance of the first exam you will receive a copy of my grading rubric for exams, and a separate rubric for the final paper. A grading rubric is a document that outlines the specific criteria that are being evaluated, as well as the way in which they are evaluated, and the points that will be assigned. A rubric provides you with a way to think about how to prepare for the test, beyond just the content of the course. Since the exams and final paper are not just about demonstrating your knowledge, but also about forming a cogent argument, supporting it with evidence, and writing clearly and well, you will be evaluated on these criteria in addition to the content.

**CLASSROOM ETIQUETTE**

Please be respectful of your fellow students in the classroom. This means turning your cell phones off, and if you’re using a laptop or tablet, use it only for class-related activities. Watching someone else play a game, watch a video, or post on Facebook is extremely distracting. Your computer and phone-based activities are potentially a detriment not only to your learning, but also the learning of others.

**COURSE SCHEDULE**

**WEEK 1**  
8/28 Course Overview: Colonialism and Empire  
Readings:  
1. Matthews, R.  

**WEEK 2**  
9/4 Postcolonial Thought, the Post-colonial Period, and the Archaeology of Colonialism  
Readings:  
2. Liebmann, M.  

**WEEK 3**  
9/9 Empires through Archaeology – Methods, Sources, Approaches  
Readings:  
3. Sinopoli, C. M.  
4. Morrison, K. D.

9/11 Case Studies: Wari Empire, Peru
Readings:
5. Schreiber, K.

6. Tung, T. A.

WEEK 4 - ESSAY TOPIC - VIOLENCE AND EMPIRE
9/16 Wari Violence and Empire
Readings:
7. Tung, T. A.

9/18 Wari Violence (ESSAY DUE)
Readings:
8. Tung, T. A.

WEEK 5 - ESSAY TOPIC - AZTEC IMPERIAL IDEOLOGY, POWER AND BELIEF
9/23 Aztec Empire – Incorporation and Resistance
Readings:
9. Smith, M. E.

10. Brumfiel, E. M.

9/25 Aztec Ideology (ESSAY DUE)
Readings:
11. Brumfiel, E. M.

**WEEK 6 - ESSAY TOPIC - CULTURAL DIFFERENCES BETWEEN RULERS AND SUBJECTS**

**9/30 Spanish Conquest and Empire in the Americas**
Readings:
12. Deagan, K.

13. Gasco, J.


10/2 Indians, Missionaries and Merchants in Alta California (ESSAY DUE)
Readings:
15. Lightfoot, K.

16. Lightfoot, K. G.

**WEEK 7 - ESSAY TOPIC - VJJAYANAGARA: SOURCES OF POWER AND AUTHORITY?**

10/7 Empire in South Asia – Vijayanagara (City of Victory)
Readings:
17. Morrison, K. D. & Sinopoli, C. M.

18. Sinopoli, C. M. & Morrison, K. D.

10/9 Power and Authority in the Vijayanagara Empire (ESSAY DUE)
Readings:
19. Morrison, K. D. & Lycett, M. T.  

**WEEK 8 - ESSAY TOPIC - DOMINATION & RESISTANCE - VIJAYANAGARA & WARI**

10/14 Coercion and Resistance in the Vijayanagara Empire  
Readings:  
20. Morrison, K. D.  

10/16 Imperial Agendas and Local Agency (ESSAY DUE)  
Readings:  
21. Schreiber, K.  

10/21 – Fall Break

**WEEK 9 - ESSAY TOPIC - SEX AND EMPIRE**

10/28 Sex and the Colony – New Orleans, Louisiana  
Readings:  
22. Dawdy, S. L.  

23. Loren, D. D.  

10/30 Gender and Sexuality in Colonial Honduras (ESSAY DUE)  
Readings:  
24. Sheptak, R. N., Blaisdell-Sloan, K., & Joyce, R. A.  

**WEEK 10 - ESSAY TOPIC - COLLAPSE? REALLY?**

11/4 PAPER TOPIC DUE IN CLASS (1/2 PAGE)
11/4  **Collapse – The argument for…**  
Readings:  
25. Diamond, J. M.  

26. McAnany, P. A. & Yoffee, N.  

11/6  **Examining the Case of The Maya “Collapse” (ESSAY DUE)**  
Readings:  
27. McAnany, P. A. & Negrón, T. G.  

**WEEK 11 - ESSAY TOPIC - COLONIAL SPACES AND PLACES**

11/18  **Mission**  
Readings:  
28. Lydon, J.  

11/20  **Plantation**  (ESSAY DUE)  
Readings:  
29. Farnsworth, P.  

**WEEK 12 - COLONIAL SPACES AND PLACES, CONTINUED**

11/25  **Preliminary Bibliography Due in Class**

11/25  **Town**  
Readings:  
30. Cummins, T.  
11/27 – Thanksgiving Break

WEEK 13 - ESSAY TOPIC – BACK TO THE FUTURE (AND THE PRESENT)
12/2  The Politics of the Past in the Present
Readings:
31. Selvakumar, V.

32. Guttman-Bond, E.

12/4  Are We Postcolonial Yet? (ESSAY DUE)
Readings:
33. Myers, A.

34. Hamilakis, Y.

WEEK 14
12/9  Presentations
12/11 Presentations

12/13 – FINAL PAPER DUE – by 4pm.

LIST OF ESSAY TOPICS TO CHOOSE FROM:
(CHOSE THREE)
9/18  Violence and Empire
9/25  Aztec Imperial Ideology, Power and Belief
10/2  Cultural Differences Between Rulers and Subjects
10/9  Vijayanagara: Sources of Power and Authority?
10/16 Domination & Resistance – Vijayanagara & Wari Compared
10/30  Sex and Empire
11/6  Collapse? Really?
11/25 Colonial Spaces and Places
12/4  Back to the Future (and the Present)