

Anthropology 282: Archaeology of the Spanish Borderlands

University of Chicago

Autumn Quarter 2002
TTH 3:00-4:30

M. Lycett
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Drawing on archaeological and documentary evidence, this course examines colonial and indigenous societies and their articulations on the northern periphery of New Spain between the 15th and 18th centuries AD. Although the scope of this course is geographically broad, including northern Mesoamerica and Spanish North America, its focus is topical and selective rather than chronological and exhaustive. The course will consider spatial and temporal variation within the so-called 'borderlands' as well as the experience of colonial peripheries in relation to both their proximate (central Mexican) and distant (Spanish) centers. We will explore the ways in which European contact and colonization created new and locally variable social and ecological relationships that shaped both indigenous and colonial societies in these regions. Finally, we will consider the implications of historical stability and transformation in relation to the development of borderlands historiography, archaeological and ethnographic systematics, and the direct historical approach in Americanist archaeology.

Office Hours

My office hours are **M 1:00-3:00** or by appointment. My office is in **Haskell Hall, room 224**. My office phone number is 2-6040. My email address is **m-lycett@uchicago.edu**. Routine questions should be handled by email.

Assignments

Grades in this course will be based on the following:

- 1) Two take home essay exams. Exam questions and guidelines for their completion will be passed out at least one week prior to their due date. Late exams will not be accepted without prior approval. The first exam will be due approximately Thursday, **October 31** at the beginning of class. The second exam will be due no later than 5:00 PM Friday, **December 13**.
- 2) In class participation. Each student will be responsible for leading in class discussion of one or more discussion questions related to the case studies during the final third of the quarter. A list of questions for discussion is appended to this syllabus. In addition, students are expected to participate in class discussion on a regular basis.

All assignments for this class should be double spaced, typed or machine printed on plain white paper. References should be cited using social science conventions, i.e. listing author's last name and date of publication in parentheses within the text, and the full citation for all referenced articles should appear at the end of your text. All citations should follow **American Antiquity Style** guidelines (see volume 57, pages 749 to 770; or the SAA website: <http://www.saa.org/>).

Readings

The following required books have been ordered for this class and are available at the Seminary Co-op bookstore:

- Guy, D.J. and T.E. Sheridan, editors
1998 *Contested Ground: Comparative Frontiers on the Northern and Southern Edges of the Spanish Empire*. University of Arizona Press, Tucson.
- Jackson, R.H. and E. D. Castillo
1996 *Indians, Franciscans and Spanish Colonization: The Impact of the Mission System on California Indians*. University of New Mexico Press, Albuquerque.

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- Kessell, J.L.
1979 *Kiva, Cross and Crown*. Southwest Parks & Monuments Association, Tucson.
- Langer, E. and R.H. Jackson, editors
1995 *The New Latin America Mission History*. University of Nebraska Press, Lincoln.
- Milanich, J.T.
1995 *Florida Indians and the Invasion from Europe*. University Press of Florida, Gainesville.
- Spicer, E.H.
1962 *Cycles of Conquest*. University of Arizona Press, Tucson.

The accompanying bibliography will provide you with a portal to the larger literatures. Included are classic as well as more recent treatments of "Early Modern" Spanish colonialism in North and Meso-America. None of these sources is required reading; however, you may wish to make use of this resource in preparing presentations and exams for the course.

Course Outline

The following list includes seven broad topics I expect to cover this Quarter and the appropriate readings.

I. *The 'Borderlands' as Intellectual Project.*

Langer and Jackson chapter 1.
Guy and Sheridan chapters 1, 6.
Spicer pp. 1-17.

II. *Antecedents and Encounters I: Geography, Settlement, and History West of the Pecos.*

Spicer pp. 21-262.

III. *Antecedents and Encounters II: Geography, Settlement, and History of La Florida, Tejas, and Alta California.*

Milanich pp. 33-164.

IV. *The 'Borderlands' as Colonial Project: Institutions, Agents, Programs and History.*

Spicer pp. 279-333.

V. *Indios de Pueblo and Pueblos de Indios: Doctrina and Congregación as Colonial Sites.*

Guy and Sheridan Chapters 2-4.
Langer and Jackson Chapters 2-7.
Spicer pp. 371-395; 462-538.

VI. *From Encomendero to Vecino: Local Worlds and World Economies.*

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Guy and Sheridan Chapters 5,7,9,10.
Spicer pp. 538-563.

10/31 ESSAY I DUE (tentative).

VII. Case Study I: La Nueva México

Kessell

VIII. Case Study II: La Florida

Milanich pp. 165-236.

IX. Case Study III: Alta California

Jackson and Castillo

12/13 ESSAY II DUE.

Discussion Questions for Case Studies

1. Prepare a brief synopsis of each case study. What is distinctive about this case?
2. For each case study, discuss temporal variation in colonial and indigenous societies and their articulations.
3. Discuss the role of the frontier mission in this region as: A) physical places, B) restructured indigenous communities and C) institutional logic of the colonial state (instruments of the Spanish Program in Spicer's sense).
4. On the basis of this case, how do conversion, indoctrination, and subjugation relate to one another in the "Spanish Program"?
5. David Sweet re-frames Borderlands mission history as constraint vs. opportunity. Assess this model in relation to the case study using Sweet's categories:

Constraint

demography
regimentation
discipline
'deculturation'
 indoctrination
 novel community
infantilization
alienation

opportunity

survival
technology/ cultigens
new communities
appropriation of signs
resistance

5. Guy and Sheridan (1998:10-11) argue, "Our conceptualization of frontiers extends the tripartite division of the modern world-system..." Drawing examples from the case study discuss **a**) the usefulness of their conception of frontier and its relationship to Wallerstein's understanding of peripheries, **b**) the import of analytical scale (social and spatial) for studies of

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colonial incorporation, and c) the relationship between capitalist expansion and colonial peripheries.

6. Cynthia Radding (1998) discusses a series of colonial relationships she calls “the Colonial Pact”. What is this pact? To what extent is it applicable to the case study?

7. Spicer's approach to economy suggests a "lag of economic behind political, religious, and other aspects of change in Indian culture... [by 20th century] widely accepted that indians were economically backward." How do the development of multiple, interlocking, colonial and indigenous economies articulate with larger scales of analysis?

8. Eric Wolf (1990) discusses four “modalities” of power 1) power as capability [power to], 2) as ability to impose will [power over], 3) tactical power to control contexts, and 4) structural power - that orchestrates and organizes settings, exchanges, and institutions. Beginning from these modalities, discuss how colonial power relations may create webs of novel relationships and systems of relationships that people are drawn into, and how these become natural, conventional, every day life.

9. “Although no single progression of responses to the mission regime can be applied to all groups, a general pattern is evident. Initially, Indians tended to allow missionaries to get a foot in the door. Often that was followed within a generation or two by rebellion intended to expel priests and civilians alike. When the futility of this tactic had been established, less aggressive types of resistance were combined with certain accommodations to the new regime.” (Deeds 1995:78). Discuss the history of forms of resistance in terms of the case study.

10. Contrast this case to those discussed in class and the readings. What accounts for variation in histories and experiences?