

Mohegan Archaeological Field School, Connecticut (US)

Course ID: ARCH XL 159

June 21 –July 29, 2017

FIELD SCHOOL DIRECTOR:

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Students of the 2015 field school excavating an eighteenth-century Mohegan homestead.

INTRODUCTION

The Mohegan field school studies colonial-era sites on the Mohegan Reservation in an innovative collaborative setting. The Mohegan Archaeology Project (MAP) operates as an equal partnership between the Mohegan Tribe and academic archaeologists. This means that the project is designed to respect the sensitivities, interests, and needs of the Mohegan Tribe while conducting rigorous archaeological research. The field school brings together students and staff of diverse backgrounds to learn about colonial history, Mohegan history and heritage, the history of North American archaeology, and—not least important—the often-troubled relationship between archaeologists and indigenous communities. The study of reservation households sheds new light on the rhythms and materiality of everyday life during tumultuous times in Mohegan history while providing valuable perspectives on the long-term outcomes of colonial repression, survivance, interaction, and exchange.

In 2017, the MAP will run its 21st season of summer fieldwork. Since 2010, the main focus of MAP has been colonial-era sites and everyday life on the reservation. In 2014, we completed a survey around a late eighteenth-century structure and began excavations to learn more about its architecture, the variety of material culture made and used in and around this structure, along with subsistence practices of the time. Many features (e.g., rows of postholes and several large refuse deposits) and artifacts (e.g., beads, sewing artifacts, items of personal adornment, ceramics, architectural debris, and some stone artifacts) were recovered. Along with this material culture, students should expect to excavate unprecedented volumes of charred botanicals—including an excess of maize and bean. The field school returned to the site in 2015 to continue excavations and bisect the foundation. More features—including a full cellar that is over a meter deep—were uncovered, including even more material culture and botanical remains.

In 2017, the field school will begin survey of a new area of the reservation that contains several visible house sites. From the surface remains, these appear to be eighteenth- or nineteenth-century CE sites. We will spend half of the field school working on a pedestrian and shovel test pit surveys of this new

area. For the second half of the field school, we will return to the site (described above) to complete excavation of the cellar and continue to explore features situated around the foundation. During the eighteenth-century CE, indigenous communities of the area were known to use communal forms of farming. These sometimes took the form of a single dry laid stone foundation with wood superstructure right next to several wigwams to accommodate multiple family groups. Our expanded excavations will look for additional sites such as these in the immediate vicinity of the foundation.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 12 quarter credit units (equivalent to 8 semester units) through our academic partner, UCLA Extension. UCLA is a top ranked research university and its archaeology program is ranked amongst the best in the country. All IFR field schools instructors and curricula are approved both by the corresponding academic department and the Academic Senate at UCLA. This field school provides a minimum of 160 direct instructional hours.

Transcripts: Transcripts are available through UCLA UnEX and instructions for ordering transcripts may be found at <http://bit.ly/2bD0Z3E>. Grades will be posted and transcript available usually within six weeks after the end of this field school. All IFR field schools are designated XL classes – courses that are equivalent to undergraduate courses offered by the UCLA regular session. All XL courses are transferable for unit and subject credit toward the Bachelor's Degree at all campuses of the UC and CSU systems. Classes numbered 100 to 199 are considered upper division (junior/senior). For more information, go to <http://bit.ly/2bjAqmy>.

UCLA students: Students can take classes through UCLA Extension to complete requirements. However certain considerations must be taken into account. For more information, go to <http://bit.ly/2bJWeHK>.

Credit Units Transfer: Most universities accept UCLA credit units – there are very few exceptions. Students are strongly encouraged to discuss the transferability of the credit units with school officials BEFORE attending the field school.

COURSE OBJECTIVES

The objectives of this field school are to: a) teach the basics of archaeological method and theory with special emphasis on survey and excavation techniques in historical archaeology; b) explore the diversity of Mohegan culture in the past and the present; c) investigate eighteenth- and nineteenth-century CE everyday life on the Mohegan Reservation; and d) to critically engage with various “postcolonial” models of archaeological research, including collaborative indigenous methodologies. We achieve these objectives through two different but related avenues. First, we endeavor to expose students to the practicalities of archaeological fieldwork, with special emphasis on pedestrian survey, shovel test pit survey, excavation, field recording of various types, and basic laboratory techniques. Second, we connect these practical field experiences with wider debates in archaeology and anthropology concerning indigenous archaeology, collaborative archaeology, postcolonial theory, and more. Since all fieldwork activities take place with Mohegan archaeologists and tribal members, students gain new perspectives on the archaeological process and what it means to the Tribe along with valuable information on Mohegan cultural practices and identities in the past and the present.

The field school takes place on the Mohegan Reservation in Uncasville, Connecticut. Students spend 2.5 weeks on survey techniques around a new site and 2.5 weeks excavating a previously surveyed site. In 2017, we will be returning to the above-pictured Mohegan farmstead for additional excavation.

Students will participate in the following research and learning activities:

Pedestrian Survey: Students will learn how to use a compass, walk transects in the woodlands of New England, work as a part of a larger team, identify possible archaeological features, and systematically record them.

Shovel Test Pit Survey: As part of 2-person teams, students will learn sampling strategy while digging and recording shovel test pits that will help identify excavation sites for future years of the field school.

Excavation: As part of 2-person teams, students will learn trowel excavation in and around historic house sites on the reservation. Most of these house sites have been surveyed in previous years of the field school.

Identification and Classification: Students will learn to identify and classify typical New England artifacts from this period, including ceramics, smoking pipes, glass artifacts, beads, buttons, iron artifacts of various sorts, shell, animal bone, and botanical remains.

Recording: Students participate in various forms of recording, ranging from keeping field notebooks to drawing plan and profile maps to helping operate the project total station and data collector.

Laboratory Work: Scheduled laboratory tasks include cleaning, further identification using comparative collections and databases, and basic analyses like mean ceramic dating and pipe stem dating.

Field school activities begin on Monday, June 22nd, and the program meets every weekday through July 28th. Students may depart the program July 28 at night or all day during July 29. Since we take time off for Independence Day (July 3rd and 4th), we have a modified work schedule during the second week. The typical workday runs from 8:30-4:30 (see schedule below).

DISCLAIMER – PLEASE READ CAREFULLY

Archaeological fieldwork involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms, or college town. This program operates at a typical New England woodland environment. During the day, temperatures under the shadow fluctuate between 70-90 degrees Fahrenheit. In direct sunlight, however, temperatures may reach 100 degrees Fahrenheit or more. Humidity is relatively high and mosquitoes and/or deer ticks (known to sometimes carry Lyme disease) may be close to the excavation area. In order to be protected from sunburn and/or insects you will not be allowed to work in shorts or tank tops at the site.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

PREREQUISITES

There are no prerequisites for participation in this field school. The field school is designed to offer hands-on, experiential learning, allowing students to learn the basics of archaeological method and theory on site. Archaeology involves physical work and exposure to the elements, thus requiring a measure of acceptance that the study field-school experience will not be the typical university learning environment. Since students are required to work outdoors for most of the program, they are likely to become sweaty, dirty, and tired on a daily basis. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work in the sun, on their feet, and with their trowels.

LEARNING OUTCOMES

At the end of this field school, students should be able to:

- Identify, discuss, and demonstrate the central components of archaeological fieldwork,

- particularly survey, excavation, recording, and classification techniques
- Critically discuss Mohegan history and the history of archaeology on Mohegan lands
- Identify and interpret basic classes of archaeological material culture from the colonial period
- Demonstrate the development of written communication skills and independent management of learning
- Discuss and critically evaluate methods of archaeological analysis
- Discuss and critically evaluate other archaeological studies of colonialism
- Discuss and critically evaluate other forms of collaborative archaeology

GRADING MATRIX

- 30% *Attendance and Participation:* Attend each day of scheduled work and participate enthusiastically in fieldwork, reading discussions, lectures, or other field school activities
- 20% *Practical Field Tests (3):* Perform basic skills taught to you and practiced each day in the field. You are evaluated on your ability to: a) classify the texture and color of New England soils; b) dig and document shovel test pits; and c) plan map an excavation unit.
- 20% *Field Notebook:* Keep a field notebook (provided to you) that you will submit for evaluation at the end of the field season. Of note, I offer feedback on your note-taking skills at the end of week 1. This allows you the opportunity to improve your skills based on the feedback.
- 30% *Field School Portfolio:* This 4,000 word document consists of 5 entries based on our weekly assigned readings and seminar discussions. Please provide a critical discussion of each of the 5 core readings, comparing themes discussed with your experience as a field student and also bringing them into dialogue with other arguments from academic publications (see reading list).

TRAVEL & MEETING POINT

Students are responsible for arranging travel to Connecticut College on June 21, 2017 (270 Mohegan Avenue, New London, Connecticut 06320). There is ample parking on campus, so you are free to bring a vehicle. The nearest airport is T.F. Green International Airport in Warwick, Rhode Island (PVD), located 45 miles away. From the airport, we recommend taking a taxi to the Amtrak Train Station in Providence, Rhode Island. The train connects directly to New London Station. Connecticut College is a 5-minute taxi ride away.

Students are required to pick up their room assignments, keys, and introductory materials/instructions on Wednesday June 21st 2017 between 2-4pm on the Connecticut College campus. The field school director will provide students with specific instructions on where to meet on campus by May 2017. If this meeting time does not work, please arrange with the project director an alternative time to check in on June 21st.

If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

No visa requirement for US citizens. Citizens of other countries are asked to check the American Embassy website page at their home country for specific visa requirement.

ACCOMMODATIONS

Students will live in the comfortable, but modest, student dormitories at Connecticut College. Students will have their own private rooms (with bed, mattress, and dresser) along with access to a communal

bathroom. Rooms are NOT air conditioned, so please bring (or plan to purchase) a window fan to keep your room cool. Students will have access to wireless internet while on campus.

All meals are provided through the Connecticut College cafeteria, open 7am to 7pm. Students eat breakfast and dinner in the cafeteria, but are expected to pack a lunch for each day in the field. The cafeteria caters to most dietary restrictions, e.g., vegetarians, food allergy sufferers. Meals are served 7 days a week (even on non-work days) except for July 4th. On that day, all students will be responsible for arranging and purchasing their own meals.

EQUIPMENT LIST

Field attire: We will work in the field almost every day. (On extreme rain-days we will work in the Mohegan archaeological laboratories washing and sorting artifacts.) This means that you should come prepared to work outdoors each day, i.e. wearing clothes that you don't mind getting dirty. I recommend wearing long pants, hiking boots, long socks, and hats to keep the sun off. You would do best to choose clothing that is also fairly breathable since it can get hot and humid in Connecticut during June and July. I also recommend bringing a sweatshirt and light rain jacket in case of unexpected weather (this is New England after all!). Since we will be working in the woods, poison ivy and Lyme disease (transmitted by deer ticks) are two very real dangers. With the proper clothing and preparation, we will do our best to avoid these problems. We will discuss these issues further once we all arrive, but you can read more about Lyme disease here: <http://aldf.com/lyme-disease/>. I strongly recommend that you bring an inexpensive pair of sunglasses, poison ivy wash (e.g., Tecnu), sunscreen, bug spray (I recommend Deep Woods Off with DEET), a reusable water bottle, and reusable lunch bags and Tupperware (everyone should bring their lunch and a healthy supply of water). You should also bring a field bag, i.e., something like a backpack to keep your field equipment, notes, and lunch in (this will get dirty).

Field tools

- Pointed archaeology trowel: I recommend a wooden Marshalltown like this: <https://marshalltown.com/4-stiff-london-style-pointing-trowel-wood-handle>
- Retractable metric measuring tape
- Hand clippers for root clipping
- Metal-edged ruler (metric)
- Clipboard (we recommend a hollow clipboard that holds your field forms, but any clipboard will do)
- If you have bad knees, we recommend purchasing a pad to kneel on or wearable kneepads

Household items

- All bedding including sheets, pillows, blankets (twin size beds will be provided)
- Towels
- Window fan

COURSE SCHEDULE

Week 1 (TH June 22th- WE June 28th)

Wednesday

2-4 pm Students pick up keys and move in to Connecticut College dormitories

Thursday

9 am Meet minibus in front of dormitories

9:30 am Welcome ceremony at Fort Shantok with staff and Mohegan Council of Elders
10:30 am Tour of Fort Shantok led by Mohegan Tribal Historic Preservation Office
12:00 pm Lunch outside of Mohegan Archaeological Laboratories
1:00 pm Field school introductions, safety protocols, expectations
2:00 pm Laboratory work: classifying New England soils (texture and color)
3:00 pm Tour 2015 and 2016 field sites, introduction to basic field tools
4:30 pm Return to dormitories

Friday

8:30 am Meet minibus in front of dormitories
8:45 am Convene at field site for introduction to survey techniques and survey equipment (lecture format with hands-on teaching/learning)
10:45 am Begin pedestrian survey
12 pm Lunch
12:30 pm First seminar discussion: Research and Teaching Design of the Mohegan Field School
2 pm Fieldwork (pedestrian survey)
4:30 pm Return to dormitories

Monday

8:30 am Meet minibus in front of dormitories
8:45 am Fieldwork (pedestrian survey)
12 pm Lunch
12:45 pm Fieldwork (pedestrian survey)
4:30 pm Return to dormitories

Tuesday

8:30 am Meet minibus in front of dormitories
8:45 am Convene at field site for further introduction to survey techniques and survey equipment (lecture format with hands-on teaching/learning)
9:45 Begin shovel test pit survey (in teams)
12 pm Lunch
12:45 pm Laboratory activity (lecture by director followed by hands-on activity): Telling time in historical archaeology: introduction to historic ceramic types, mean ceramic dating, pipe stem dating; in teams, analyzing assemblages from previous years to calculate mean ceramic dates and pipe stem dates
4:30 pm Return to dormitories

Wednesday

8:30 am Meet minibus in front of dormitories

8:45 am Fieldwork (shovel test pit survey)
12 pm Lunch
12:45 pm Fieldwork (shovel test pit survey)
2:30 pm Field Trip: Tantaquidgeon Indian Museum
4:30 pm Return to dormitories

Week 2* (TH June 29th – FR July 7th) *Because of Independence Day we do not work July 3rd and 4th

Continue regular research and teaching schedule

Friday

12:30 pm Second seminar discussion: Native American Historical Archaeology

Monday OFF

Tuesday OFF

Wednesday

12 pm Lunchtime lecture: Stephanie Fielding (Mohegan Linguist, Council of Elders): Revitalizing the Mohegan Language

Thursday

2 pm Lecture: General History of North American Archaeology (director)

Friday

1 pm Field Trip: Mashantucket Pequot Museum

Week 3 (July 10th-14th)

Continue regular research and teaching schedule

Tuesday

12:30 pm Third seminar discussion: Past Collaborative Archaeology at Mohegan

Wednesday

12:45 pm Laboratory activity (miniature lecture comparing survey and excavation followed by laboratory mapping activity)

2 pm Artifact processing in laboratory

Thursday

8:45 am Begin excavation

Week 4 (July 17th-21st)

Continue regular research and teaching schedule

Tuesday

12:30 pm Fourth seminar discussion: Collaboration on Neighboring Reservations

Wednesday

12 pm Lunchtime lecture: Sharon Maynard (Mohegan Council of Elders): Traditional Mohegan Crafts

Thursday

2:30 pm Field Trip: Eastern Pequot Reservation to visit the Eastern Pequot Archaeological Field School

Week 5 (July 24th-28th)

Continue regular research and teaching schedule

Monday

2:30 pm Lecture: Practicing Postcolonial Archaeology (director)

Tuesday

12:30 pm Fifth seminar discussion: Addressing Critiques of Indigenous Archaeology

Friday

8:45 am Closing the site for the year

12 pm Lunch with all staff

1pm Laboratory work

3pm Closing lecture

READINGS

Students are required to read all of the following sources. All readings will be provided as PDF files and enrolled students will have access through the IFR website. **Main focus of seminar discussion

For Week 1: Project Background and General Analytical Techniques in Historical Archaeology

- **Cipolla, C. N. (2012) *Entangled Histories: The Historical Archaeology of Anglo-Indigenous Interactions in Colonial New England*, Excerpt of European Commission Grant (20 pages)
- Hume, I. N. (1996) Ceramics: British. In *A Guide to Artifacts of Colonial America*, pp. 102-137 (35 pages).
- South, S. (1971) Evolution and Horizon as Revealed in Ceramic Analysis in Historical Archaeology. *Conference on Historic Site Archaeology Papers* 6(1): 71-116 (45 pages).
- Harrington, J.C. (1954) Dating Stem Fragments of Seventeenth and Eighteenth Century Clay Tobacco Pipes. *Quarterly Bulletin, Archaeological Society of Virginia* 9(1)(3 pages).
- Maxwell, M.A., and Binford L.H. (1961) Excavations at Fort Machilimackinac, Mackinac City, Michigan, 1959 Season, pp. 107-109.

For Week 2: Native American Historical Archaeology

- **Cipolla, C. N. (2013) Native American Historical Archaeology and the Trope of Authenticity. *Historical Archaeology* 47(3): 12-22 (10 pages)

For Week 3: Decolonizing Archaeology in Practice, part 1 (Mohegan)

- **Bendremer, J., and E. Thomas (2008) The Tribe and the Trowel: An Indigenous Archaeology and the Mohegan Archaeological Field School. In *Collaborating at the Trowel's Edge*. S W. Silliman, ed. Pp. 50-66. Tucson: University of Arizona Press (16 pages).

For Week 4: Decolonizing Archaeology in Practice, part 2 (another local project)

- **Silliman, S. W., and K. Sebastian Dring (2008) Working on Pasts for Futures: Eastern Pequot Field School Archaeology in Connecticut. In *Collaborating at the Trowel's Edge*. S W. Silliman, ed. Pp. 67-87. Tucson: University of Arizona Press (20 pages).

For Week 5: Addressing Critiques of Indigenous Archaeology

- Atalay, S. (2006) No Sense of the Struggle: Creating a Context for Survivance at the NMAI. *American Indian Quarterly* 30 (3-4): 597-618 (21 pages).
- **McGhee, R. (2008) Aboriginalism and the Problems of Indigenous Archaeology. *American Antiquity* 73(4): 579-597 (18 pages).
- **Cipolla, C.N. and J. Quinn (2016) Archaeology the Mohegan Way. *Journal of Community Archaeology and Heritage* 3(2): 118-134 (16 pages).

RECOMMENDED READINGS

Atalay, Sonya

2006 Indigenous Archaeology as Decolonizing Practice. *The American Indian Quarterly* 30(3&4): 280–310.

Bragdon, Kathleen J.

1996 *Native People of Southern New England, 1500-1650*. University of Oklahoma Press, Norman.

Cipolla, Craig N.

2008 Signs of identity, signs of memory. *Archaeological Dialogues* 15(2): 196–215.

Cipolla, Craig N., Stephen W. Silliman, and David B. Landon

2007 'Making do': Nineteenth-century subsistence practices on the Eastern Pequot Reservation. *Northeast Anthropology* 74: 41–64.

Colwell-Chanthaphonh, Chip, and T. J. Ferguson (editors)

2008 *Collaboration in Archaeological Practice*. AltaMira Press, Lanham, MD.

Cronin, William

1983 *Changes in the Land: Indians, Colonists, and the Ecology of New England*. Hill and Wang, New York.

Deagan, Kathleen

1983 *Spanish St. Augustine: The Archaeology of a Colonial Creole Community*. University Press Florida, Gainesville.

1998 Tranculturation and Spanish American Ethnogenesis: The Archaeological Legacy of the Quincenetero. In *Studies in Culture Contact: Interaction, Culture Change, and Archaeology*, edited by James G. Cusick, pp. 23–43. Center of Archaeological Investigations, Southern Illinois University, Carbondale.

2003 Colonial Origins and Colonial Transformations in Spanish America. *Historical Archaeology* 37(4): 3–13.

Deetz, James

1996 In *Small Things Forgotten: An Archaeology of Early American Life*. Anchor Books/Doubleday, New York (original 1977).

DeForest, John W.

- 1851 *History of the Indians of Connecticut from the Earliest Known Period to 1850*. Connecticut Historical Society, Hartford.
- Den Ouden, Amy
 2005 *Beyond Conquest: Native Peoples, Reservation Land, and the Struggle for History*. University of Nebraska Press, Lincoln.
- Gosden, Chris
 2004 *Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present*. Cambridge University Press, Cambridge.
- Hall, Martin, and Stephen W. Silliman (editors)
 2006 *Historical Archaeology*. Blackwell, Malden.
- Hodge, Christina J.
 2005 Faith and Practice at an Early-Eighteenth-Century Wampanoag Burial Ground: The Waldo Farm Site in Dartmouth, Massachusetts. *Historical Archaeology* 39(4): 73–94.
- Hicks, Dan and Mary Beaudry (editors)
 2006 *The Cambridge Companion to Historical Archaeology*. Cambridge University Press, Cambridge.
- Johnson, Matthew
 1996 *An Archaeology of Capitalism*. Blackwell, Malden, MA.
 2006 The Tide Reversed: Prospects and Potentials for a Postcolonial Archaeology of Europe. In *Historical Archaeology*, edited by Martin Hall and Stephen W. Silliman, pp. 313-331. Blackwell, Malden, MA.
- Leone, Mark P.
 1988 The Georgian Order as the Order of Merchant Capitalism in Annapolis, Maryland. In *The Recovery of Meaning: Historical Archaeology in the Eastern United States*, edited by Mark P. Leone and Parker B. Potter, pp. 235-262, Smithsonian Institution Press, Washington.
 2010 *Critical Historical Archaeology*. Left Coast Press, Walnut Creek, CA.
- Liebmann, Matthew J.
 2008 The Innovative Materiality of Revitalization Movements: Lessons from the Pueblo Revolt of 1680. *American Anthropologist* 110(3): 360-372.
- Liebmann, Matthew J., and Melissa S. Murphy (editors)
 2011 *Enduring Conquests: Rethinking the Archaeology of Resistance to Spanish Colonialism in the Americas*. SAR Press, Santa Fe.
- Lightfoot, Kent G.
 2004 *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontiers*. University of California Press, Berkeley.
- 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(2): 199–222.
- Loren, Diana DiPaolo
 2008 *In Contact: Bodies and Spaces in the Sixteenth- and Seventeenth-Century Eastern Woodlands*. AltaMira Press, Lanham, MD.
- McBride, Kevin A.
 1990 The Historical Archaeology of the Mashantucket Pequot. In *The Pequots: The Fall and Rise of an American Indian Nation*, edited by Laurence Hauptman and James Wherry, pp. 96-116. University of Oklahoma Press, Norman.
 1993 "Ancient & Crazie": Pequot Lifeways during the Historic Period. In *Algonkians of New England: Past and Present*, edited by Peter Benes, pp. 63–75. Annual Proceedings of the 1991 Dublin Folklife Seminar, Boston University.

- 1994 Cultures in Transition: The Eastern Long Island Sound Culture Area in the Prehistoric and Contact Periods. *Journal of Connecticut History* 35(1): 5-21.
- 1996 The Legend of Robin Cassacinamon: Mashantucket Leadership in the Historic Period. In *Northeastern Indian Lives, 1632-1816*, edited by Robert Grumet, pp. 74-93. University of Massachusetts Press, Amherst.
- Mrozowski, Stephen A., Holly Herbster, David Brown, and Katherine L. Priddy
 2009 Magunkaquoq Materiality, Federal Recognition, and the Search for a Deeper History. *International Journal of Historical Archaeology* 13(4): 430-463.
- Nicholas, George P., and Andrews, Thomas D.
 1997 Indigenous Archaeology in the Postmodern World. In *At a Crossroads: Archaeology and the First Peoples in Canada*, edited by George P. Nicholas, and Thomas D. Andrews, pp. 1-18. Simon Fraser University, Burnaby.
- Preucel, Robert W., and Cipolla, Craig N.
 2008 Indigenous and Postcolonial Archaeologies. In *Archaeology and the Postcolonial Critique*, edited by Matthew Liebmann and Uzma Z. Rizvi, pp. 129-140. AltaMira Press, Lanham, MD.
- Rubertone, Patricia
 2001 *Grave Undertakings: an archaeology of Roger Williams and the Narragansett Indians*. Smithsonian Institution Press, Washington.
- Salwen, Burt
 1970 Cultural Inferences from Faunal Remains: Examples from Three Northeastern Coastal Sites. *Pennsylvania Archaeologist* 40(1&2): 1-8.
 1989 The Development of Contact Period Archaeology in Southern New England and Long Island: From 'Gee Whiz!' to 'So What?'. *Northeast Historical Archaeology* 18:1-9.
- Silliman, Stephen W.
 2009 Change and Continuity, Practice and Memory: Native American Persistence in Colonial New England. *American Antiquity* 74(2): 211-230.
 2010 Indigenous traces in colonial spaces: Archaeologies of ambiguity, origin, and practice. *Journal of Social Archaeology* 10(1): 28-58.
 2011 Households, Time, and Practice: A Reply to Vitelli. *American Antiquity* 76(1): 190-192.
- Silliman, Stephen W. (editor)
 2008 *Collaborating at the Trowel's Edge: Teaching and Learning in Indigenous Archaeology*. University of Arizona Press, Tucson.
- Smith, Linda T.
 1999 *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books, London.
- Stahl, Ann B.
 2001 *Making History in Banda: Anthropological Visions of Africa's Past*. Cambridge University Press, Cambridge.
- Thomas, Nicholas
 1991 *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific*. Harvard University Press, Cambridge.
 1994 *Colonialism's Culture: Anthropology, Travel, and Government*. Princeton University Press, Princeton.
- Vitelli, Giovanna
 2011 Change and Continuity, Practice and Memory: A Response to Stephen Silliman. *American Antiquity* 76(1): 177-189.
- Voss, Barbara L.
 2008 *The Archaeology of Ethnogenesis: Race and Sexuality in Colonial San Francisco*. University of California Press, Berkeley.

Voss, Barbara L., and Eleanor Conlin Casella (editors)

2011 *The Archaeology of Colonialism: Intimate Encounters and Sexual Effects*. Cambridge University Press, Cambridge.

Watkins, Joe

2000 *Indigenous Archaeology: American Indian Values and Scientific Practice*. AltaMira Press, Lanham, MD.