



# MOHEGAN ARCHAEOLOGICAL FIELD SCHOOL, CONNECTICUT (US)

*Course ID: ARCH 300H*

*June 28 – July 29, 2020*

***Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)***

***School of Record: Connecticut College***

## **FIELD SCHOOL DIRECTOR:**

***Dr. Craig N. Cipolla***, Royal Ontario Museum & University of Toronto, Canada ([craigc@rom.on.ca](mailto:craigc@rom.on.ca))



## **INTRODUCTION**

The Mohegan field school studies colonial-era sites on the Mohegan Reservation in an innovative collaborative setting. The Mohegan Archaeology Field School (MAFS) 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.

Since 2010, the main focus of MAFS has been colonial-era sites and everyday life on the reservation. From the 2014 through 2017 field seasons, we concentrated on survey and excavation in and around a late-eighteenth century Mohegan homestead (pictured above). In 2014, we completed much of the survey work and began excavations to learn more about the main structure's architecture, the variety of material culture made and used in and around the structure, and subsistence practices of the time. We

uncovered numerous 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). Along with the material culture, students discovered unprecedented volumes of charred botanicals—including an excess of maize and bean. The field school returned to the site in 2015 and 2017 to continue excavations. We discovered more features—including a full cellar that is over a meter deep—and collected additional material culture, botanical remains, and soil samples. Also in 2017, the MAFS received funding from the *Wenner-Gren Foundation for Anthropological Research*; this new grant supports videography of the field school through the 2021 field season. We plan to use the video footage captured during the field school to help spread the work about our unique project, but also to help us to systematically study our collaborative process (as an ethnographer would). In 2019, the MAFS began excavation on another Mohegan homestead (the “Stone Wall Site”) dating to the first half of the nineteenth century. We have many questions left to answer about the site, regarding the nature of the architecture, overall site organization, and more.

In 2020, the MAFS will run its 23<sup>rd</sup> season. The 2020 field school will begin survey in a completely new (i.e., not previously excavated) area of the reservation. As outlined below, we will spend most of the first week of the field school on a pedestrian and shovel test pit survey. For the remainder of the field school, we will continue excavation in and around the Stone Wall Site mentioned above.

#### ACADEMIC CREDIT UNITS & TRANSCRIPTS

**Credit Units:** Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

#### 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.

#### DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location prior to approval. Once a program is

accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. [insuremytrip.com](http://insuremytrip.com) or [Travelgurad.com](http://Travelgurad.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you with to help to decide whether to purchase such insurance.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

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.

## 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 just under 1 week learning and experiencing survey techniques around a new site and approximately 4 weeks excavating a previously-surveyed site.

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.

Fieldwork activities begin on Monday, June 29<sup>th</sup>, and the program meets every weekday through Tuesday July 28<sup>th</sup>. Students may depart the program July 28<sup>th</sup> at night or in the morning of July 29<sup>th</sup>. The typical workday runs from 8:30-4:30 (see schedule below). **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. Always be respectful of fellow students, project staff, and visitors.
- 20% *Practical Field Tests (3):* Perform basic skills taught to you and practiced each day in the field. During past seasons students have been evaluated on their ability to: classify the texture and color of New England soils, set out and string and excavation unit, dig and document a shovel test pit, plan map an excavation unit, profile map an excavation unit, identify basic types of material culture from the region and time period.
- 20% *Field Quizzes (3):* Complete short quizzes (multiple choice and/or short answer format) that cover field methods recently covered in the field school. These will include questions on the basic logic behind various field methods and techniques.
- 15% *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.
- 15% *Field School Portfolio:* This 2,000-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 sets of 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**

Hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

Students are responsible for arranging travel to Connecticut College (270 Mohegan Avenue, New London, Connecticut 06320) on Sunday, June 28<sup>th</sup> 2020. 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 approximately 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 28<sup>th</sup> 2020 between 3-5pm on Connecticut College campus. The field school director will provide students with specific instructions on where to meet by early May. If this meeting time does not work, please arrange with the project director an alternative time to check in on June 28<sup>th</sup>.

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 modest student dormitories at Connecticut College. Students will have their own private bedrooms—including single beds, mattresses, and dressers 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 (but please note that its quality has been variable over the last few years.)

All meals are provided through the college cafeteria. Students eat breakfast and dinner in the cafeteria, and bag lunches are prepared for them Monday through Saturday (for the field). The cafeteria caters to most dietary restrictions, e.g., vegetarians, food allergy sufferers, but please let the director know if you have any special dietary requirements before you arrive. Meals are served 7 days a week (even on non-work days) except for July 4<sup>th</sup>. On that day, all students are 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 water container(s).

**Please bring all of the below-listed equipment with you into the field each day (please *do not* wait and attempt to purchase this equipment after you arrive).**

#### **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**

All IFR field schools begin with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review of IFR harassment and discrimination policies, and review of the student Code of Conduct. The Mohegan Field School operates on a 6-day/week schedule, including all Saturdays except July 4th. Unless instructed otherwise, students meet the archaeology van in front of their dormitories at 8:30 am and return to campus around 4:30 pm.

#### **Week 1 (M June 29<sup>th</sup> - M July 6<sup>th</sup>)**

##### ***Sunday (6/28)***

3-5 pm            Students pick up keys and move in to Connecticut College dormitories

##### ***Monday (6/29)***

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 of past field sites, introduction to basic field tools

4:30 pm Return to dormitories

***Tuesday (6/30)***

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: Basics of Historical Archaeology, Research and Teaching Design of the Mohegan Field School

2 pm Fieldwork (pedestrian survey)

4:30 pm Return to dormitories

***Wednesday (7/1)***

8:30 am Meet minibus in front of dormitories

8:45 am Convene at field site for further introduction to shovel test pits

9:45 am Fieldwork (shovel test pits)

12 pm Lunch

12:45 pm Fieldwork (shovel test pits)

4:30 pm Return to dormitories

***Thursday (7/2)***

8:30 am Meet minibus in front of dormitories

8:45 am 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

***Friday (7/3)***

8:30 am Meet minibus in front of dormitories

8:45 am Field Trip: Mashantucket Pequot Museum

12 pm Lunch

12:45 pm Fieldwork (shovel test pit survey)

2:30 pm

4:30 pm Return to dormitories

**Saturday (7/4) Off for holiday**

**Monday (7/6)**

- 8:45 am      Laboratory activity (miniature lecture comparing survey and excavation followed by laboratory mapping activity)
- 10 am-4:30 pm      Fieldwork (excavation begins)

**Week 2\* (Tu July 7<sup>th</sup> – M July 13<sup>th</sup>)**

Continue regular research and teaching schedule

**Tuesday (7/7)**

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

**Wednesday (7/8)**

- 12 pm      Lunchtime lecture: Beth Regan (Mohegan Council of Elders): Mohegan Culture and History

**Friday (7/10)**

- 2 pm      Lecture: New England's Ceremonial Stone Landscapes (Elaine Thomas, Deputy Mohegan Tribal Historic Preservation Officer)

**Week 3 (Tu July 14<sup>th</sup>-Tu July 20<sup>th</sup>)**

Continue regular research and teaching schedule

**Tuesday (7/14)**

- 12:30 pm      Third seminar discussion: Other Regional Forms of Collaborative Archaeology

**Wednesday (7/15)**

- 1 pm      Field Trip: Tantaquidgeon Indian Museum (Mohegan Museum)

**Friday (7/17)**

- 2 pm      Artifact processing in laboratory

**\*Week 4 (Tu June 21<sup>st</sup>- Tu July 28<sup>th</sup>)**

Continue regular research and teaching schedule

**Tuesday (7/21)**

- 12:30 pm      Fourth seminar discussion: Addressing Critiques of Indigenous Archaeology

**Friday (7/24)**

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

**Saturday (7/25)**

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

**Monday (7/27)**

12:30 pm Fifth seminar discussion: Mohegan Archaeology Today/Concepts of *Survivance*

**Thursday (7/28)**

8:45 am Closing the site

12 pm Lunch with all staff

1pm Laboratory work

3pm Closing lecture

**Wednesday (7/29) Student departures**

**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, [R]=Reference source (to be read once and then used as reference for artifact types, etc.)

**For Week 1: Project Background and Basics of Historical Archaeology**

- [\*\*] Deetz, J. (1996) All the Earthenware Plan and Flowered. Excerpt from *In Small Things Forgotten* (20 pages).
- [\*\*] Cipolla, C. N. (2016) *Remaking Archaeology: Decolonizing Indigenous-Colonial Histories through Mohegan Collaborative Indigenous Archaeology*, Excerpt of Wenner Gren grant (13 pages).
- [R] 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).
- [R] 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: Critiques of Indigenous Archaeology**

- [\*\*] McGhee, R. (2008) Aboriginalism and the Problems of Indigenous Archaeology. *American Antiquity* 73(4): 579-597 (18 pages).

**For Week 4: Decolonizing Practice**

- [\*\*] Cipolla, C.N. and J. Quinn (2016) Archaeology the Mohegan Way. *Journal of Community Archaeology and Heritage* 3(2): 118-134 (16 pages).
- [\*\*] Silliman, S. W., and K. Sebastian Dring (2006) 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: Decolonizing Archaeology in Theory**

- [\*\*] McNiven, I. (2016) Theoretical Challenges of Indigenous Archaeology: Setting an Agenda. *American Antiquity* 81(1): 27-41.
- [R] 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).

- [R] Cipolla, C. N., J. Quinn, and J. Levy (2019) Theory in Collaborative Indigenous Archaeology: Insights from Mohegan. *American Antiquity* 84(1):127-142.

### 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.

2013 *Becoming Brothertown: Native American Ethnogenesis and Endurance in the Modern World*. University of Arizona Press, Tucson.

2017 *Foreign Objects: Rethinking Indigenous Consumption in American Archaeology*. University of Arizona Press, Tucson.

Cipolla, Craig N., and Katherine H. Hayes, eds.

2015 *Rethinking Colonialism: Comparative Archaeological Approaches*. University Press of Florida, Gainesville.

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 Transculturation 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.
- Harris, Oliver J. T. and Craig N. Cipolla  
2017 *Archaeological Theory in the New Millennium*. Routledge, New York.
- 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.
- 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 Herbst, 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.
- 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.
- 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.