Archaeology of the African Diaspora  
Upper-Level Undergraduate/Graduate Course  
3 Credits

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Course Description

In recent decades, there has been a surge in archaeological research related to the African diaspora. What initially began as plantation archaeology and household archaeology to answer questions of African retention and identity, has now developed into an expansive sub-field that draws from collaborations with biological and cultural anthropologists. Similarly, methodological approaches have expanded to incorporate geospatial analysis, statistical analysis, and, more recently, maritime archaeological practices. The growth of African diaspora archaeology has thus pushed new methodological and theoretical considerations within the field of archaeology, and, inversely, added new insights in the field of Africana Studies.

This course covers the thematic and methodological approaches associated with the historical archaeology of Africa and the African diaspora. Students interested in African and African diaspora studies, archaeology, slavery, and race should find this course useful. In addition to an overview of the development of African diaspora archaeology, students will be introduced to the major debates within the sub-field as well as its articulation with biological and socio-cultural anthropology. The course covers archaeological research throughout the wide geographical breadth of the African diaspora in Latin America, North America, the Caribbean, East and West Africa, and the Indian Ocean. Themes covered include gender, race, identity, religion, and ethics in relation to the material record. Lectures will be supplemented with documentary films and other multimedia sources.

Course Objectives

By the end of the course, students should be able to:
- Discuss the historical origins and development of African diaspora archaeology
- Articulate the contributions archaeology has made to our understanding of slavery, emancipation, race, and diaspora
- Discuss the major debates related to African retentions, resistance, gender and race in relation to materiality
- Identify new trends in African diaspora archaeology

Course Expectations

Students are expected to come prepared for each class, having completed the readings for the week and formulated thought-provoking questions. On average the readings will consist of approximately 50 pages/week.
**Attendance and Participation (20%)**
Students should come to class prepared with two (2) well-formulated questions from the weekly readings. These questions will serve to direct the discussion of the class.

**Mid-term Take Home Exam (30%)**
The mid-term will be distributed on Week 9 as a take-home exam in essay format. Students will be given four (4) questions of which they choose two (2) to answer. Each answer should be at least three (3) pages (double-spaced, Times New Roman, size 12 font, 1” margins) in length for undergraduates and five (5) pages for graduate students. Students will have one week to complete the exam and are expected to use class notes, course discussions and outside sources.

**Final Paper (50%)**
Students are expected to write a final paper – 15 pages for undergraduates and 20 pages for graduate students (double-spaced, Times New Roman, size 12 font, 1” margins) – that engages one of the weekly topics. The use of assigned readings and outside materials is expected. Research questions may relate to current research interests or derive from class discussion. To ensure a quality paper – although not mandatory – students are encouraged to visit the UF Reading and Writing Center ([http://www.registrar.ufl.edu/catalogarchive/03-04-catalog/student-information/reading.html](http://www.registrar.ufl.edu/catalogarchive/03-04-catalog/student-information/reading.html)) prior to their final submission. If there are any questions or concerns about paper topics, students should schedule a visit with the professor or TA during office hours. The final paper is due the last day of classes.

**Grading:**
Student performance will be graded according to the following criteria and final letter grades will be assigned according to UF’s grading regulations ([https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)).

Attendance/Class Participation: 20%
Mid-term Take Home Exam: 30%
Final Paper: 50%

**Required Text:**
Singleton, Theresa A.

Barnes, Jodi A.

Additional required readings will consist of book chapters and journal articles and will be provided to students either through email or Sakai E-Learning.
Course Outline

Week 1: Understanding Diaspora
Patterson, Tiffany, and Robin D. G Kelley

Week 2: African Diaspora Archaeology in Historical Perspective
Leone, Mark, Cheryl LaRoche, and Jennifer Babiarz

Weik, Terrance

Singleton, Theresa A.

Week 3: Historical Archaeology in Africa
Kelly, Kenneth G.

Alexander, J.

DeCorse, Christopher R.

Week 4: Trends in Plantation Archaeology
Croucher, Sarah K.

Davidson, James M., Erika Roberts, and Clete Rooney

Armstrong, Douglass V.

Potter, Parker
1991 What is the use of plantation archaeology?. Historical Archaeology, pp.94-107.
Week 5: Searching for Maroons and Resistance in Archaeology
Orser, Charles, and Pedro Funari

Deagan, Kathleen and Jane Landers

Weik, Terry

Week 6: African Religions in the Americas
Barnes, Jodi A.

Wilkie, Laurie A.

Orser, Charles E

Week 7: Household Archaeology and Yard-space
Souza, Marcos André Torres de

Barnes, Jodi A.

Battle-Baptiste, Whitney

Week 8: Race, Consumption, and Archaeology
Perry, Warren and Robert Paynter


**Week 9: Urban Archaeology of the Black Experience and Free Black Communities**

*Distribute Mid-term Take-Home Exam*


**Week 10: Community Archaeology in the African Diaspora**

*Return Mid-term Exam*


**Week 11: Gender in African Diaspora Archaeology**


**Week 12: Bioarchaeology and Mortuary Practices in the African Diaspora**


**Week 13: DAACS: New Media and Archaeology**

*DACCS Workshop: [www.daacs.org](http://www.daacs.org)*
**Week 14: Maritime archaeology and the African Diaspora**

Goucher, Candice L.

Webster, Jane

**Week 15: Archaeology and Indian Ocean Diasporas**

*Submit Final Paper*

Walz, Jonathan R, and Steve A. Brandt

Kusimba, Chap M.
Appendix

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Class Attendance and Make-up Work
The expectation is that you will attend class and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Final Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Counseling and Student Health
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women’s health care, immunizations, mental health care, and pharmacy
services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

***This syllabus is subject to change at the discretion of the instructor.***