

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

Justin Dunnavant
Ph.D. Candidate, Archaeology
Department of Anthropology
jdunnavant@ufl.edu
Tel: 352.392.7168
Office: Pugh Hall 241
Office Hours: By Appointment

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>) 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>).

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

Required Text:

Singleton, Theresa A.

1999 *"I, Too, Am America": Archaeological Studies of African-American Life*. University of Virginia Press.

Barnes, Jodi A.

2011 *The Materiality of Freedom: Archaeologies of Postemancipation Life*. Columbia: University of South Carolina Press.

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

2000 Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World. *African Studies Review* 43(1): 11–45.

Week 2: African Diaspora Archaeology in Historical Perspective

Leone, Mark, Cheryl LaRoche, and Jennifer Babiarz

2005 The Archaeology of Black Americans in Recent Times. *Annual Review of Anthropology* 34: 575–598.

Weik, Terrance

2004 Archaeology of the African diaspora in Latin America. *Historical Archaeology* 38(1): 32–49.

Singleton, Theresa A.

1999 *“I, Too, Am America”*: *Archaeological Studies of African-American Life*. University of Virginia Press. Chapter 1: An Introduction to African American Archaeology. pp 1-20.

Week 3: Historical Archaeology in Africa

Kelly, Kenneth G.

2004 The African Diaspora Starts Here: Historical Archaeology of Coastal West Africa. In *African Historical Archaeologies*, edited by Andrew M. Reid and Paul Lane, pp. 219–241. Kluwer Academic/Plenum Publishers, New York.

Alexander, J.

2001 Islam, Archaeology and Slavery in Africa. *World Archaeology* 33(1): 44–60.

DeCorse, Christopher R.

1999 Oceans Apart: Africanist Perspectives on Diaspora Archaeology. In *“I, Too, Am America”*: *Archaeological Studies of African-American Life*. Theresa Singleton (ed.). pp 132-158.

Week 4: Trends in Plantation Archaeology

Croucher, Sarah K.

2007 Clove plantations on nineteenth-century Zanzibar: Possibilities for gender archaeology in Africa. *Journal of Social Archaeology* 7(3): 302–324.

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

2006 Preliminary results of the 2006 University of Florida archaeological field school excavations at Kingsley plantation, Fort George Island, Florida. *African Diaspora Archaeology Newsletter* 9(3):1-15.

Armstrong, Douglass V.

1999 Archaeology and Ethnohistory of the Caribbean Plantation. In *“I, Too, Am America”*: *Archaeological Studies of African-American Life*. Theresa Singleton (ed.). pp 173-192.

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

2001 Archaeology and slave resistance and rebellion. *World Archaeology* 33(1): 61–72.

Deagan, Kathleen and Jane Landers

1999 Fort Mose: Earliest Free African-American Town in the United States. In *"I, Too, Am America": Archaeological Studies of African-American Life*. Theresa Singleton (ed.). pp 261-282.

Weik, Terry

1997 The archaeology of Maroon societies in the Americas: Resistance, cultural continuity, and transformation in the African diaspora. *Historical archaeology*: 81–92.

Week 6: African Religions in the Americas

Barnes, Jodi A.

2011 The Materiality of Freedom: Archaeologies of Postemancipation Life. University of South Carolina Press. Chapter 12: BaKongo Cosmograms, Christian Crosses, or None of the Above: An Archaeology of African American Spiritual Adaptations into the 1920s, pp. 209-237.

Wilkie, Laurie A.

1995 Magic and Empowerment on the Plantation: An Archaeological Consideration of African-American World View. *Southeastern Archaeology* 14(2): 136-157.

Orser, Charles E

1994 The Archaeology of African-American Slave Religion in the Antebellum South. *Cambridge Archaeological Journal* 4(1): 33–45.

Week 7: Household Archaeology and Yard-space

Souza, Marcos André Torres de

2016 Behind Closed Doors: Space, Experience, and Materiality in the Inner Areas of Brazilian Slave Houses. *Journal of African Diaspora Archaeology and Heritage* 5(2): 147–173.

Barnes, Jodi A.

2011 The Materiality of Freedom: Archaeologies of Postemancipation Life. University of South Carolina Press. Chapter 4: Living Not So Quietly, Not So on the Edge of Things: A Twentieth-Century Bahamian Household pp. 58-68.

Battle-Baptiste, Whitney

2011 Black Feminist Archaeology. Left Coast Press, Walnut Creek, CA. Chapter 3: Revisiting Excavations at Lucy Foster Homestead. Pp. 109-134.

Week 8: Race, Consumption, and Archaeology

Perry, Warren and Robert Paynter

1999 Artifacts, Ethnicity, and Archaeology of African Americans. In *"I, Too, Am America": Archaeological Studies of African-American Life*. Theresa Singleton (ed.). pp 299-310.

Mullins, Paul R.

1999 Race and the genteel consumer: Class and African-American consumption, 1850-1930. *Historical Archaeology*: 22–38.

Orser, Charles E.

1998 The Challenge of Race to American Historical Archaeology. *American Anthropologist* 100(3): 661–668.

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

Distribute Mid-term Take-Home Exam

Barnes, Jodi A.

2011 The Materiality of Freedom: Archaeologies of Postemancipation Life. University of South Carolina Press. Chapter 8: Archaeology of Jim Crow-Era African American Life on Louisiana's Sugar Plantations, pp. 136-157.

Barnes, Jodi A.

2011 The Materiality of Freedom: Archaeologies of Postemancipation Life. University of South Carolina Press. Chapter 14: Race, Displacement, and Twentieth-Century University Landscapes: An Archaeology of Urban Renewal and Urban Universities pp. 250-262.

Week 10: Community Archaeology in the African Diaspora

Return Mid-term Exam

LaRoche, C. J., and M. L. Blakey

1997 Seizing intellectual power: The dialogue at the New York African Burial Ground. *Historical Archaeology* 31(3): 84–106.

Week 11: Gender in African Diaspora Archaeology

Barnes, Jodi A.

2011 The Materiality of Freedom: Archaeologies of Postemancipation Life. University of South Carolina Press. Chapter 6: Victorian Ideals and Evolving Realities: Late-Nineteenth- and Early-Twentieth-Century Black Dallas and an Engendered African America, pp.87-113

Franklin, Maria

2001 A Black feminist-inspired archaeology? *Journal of Social Archaeology* 1(1): 108–125.

Week 12: Bioarchaeology and Mortuary Practices in the African Diaspora

Blakey, Michael

2001 Bioarchaeology of the African Diaspora in the Americas: Its Origins and Scope. *Annual Review of Anthropology* 30: 387–422.

Jamieson, Ross W.

1995 Material culture and social death: African-American burial practices. *Historical Archaeology* 29(4):39-58.

Week 13: DAACS: New Media and Archaeology

DAACS Workshop: www.daacs.org

Week 14: Maritime archaeology and the African Diaspora

Goucher, Candice L.

2014 Iron sails the seas: a maritime history of African diaspora iron technology. *Canadian Journal of Latin American and Caribbean Studies* 38(2): 179–196.

Webster, Jane

2008 Slave Ships and Maritime Archaeology: An Overview. *International Journal of Historical Archaeology* 12(1): 6–19.

Week 15: Archaeology and Indian Ocean Diasporas

Submit Final Paper

Walz, Jonathan R, and Steve A. Brandt

2006 Toward an Archaeology of the Other African Diaspora. In *African Re-Genesis: Confronting Social Issues in the Diaspora*, edited by Jay B. Haviser and Kevin C. MacDonald, pp. 246–268. University College of London Press, London.

Kusimba, Chap M.

2004 Archaeology of Slavery in East Africa. *African Archaeological Review* 21(2): 59–88.

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.