



AFRICAN DIASPORA ARCHAEOLOGY

ANTHRO 128 LEC 001 45159 · Tues/Thurs 12:30—1:59PM

2251 College 101

UNIVERSITY OF CALIFORNIA, BERKELEY · DEPARTMENT OF ANTHROPOLOGY

Fall 2019 Course Syllabus

Prof. William A. White, III

Email: wawhite@berkeley.edu

Office Hours: Tuesday 8:00—11:00 AM or by appointment

What is this course about?

The history of African diasporic people is about more than slavery. This course is an overview of the archaeology of African Diaspora sites occupied between the 13th and 20th centuries. The goal is to increase your understanding of the ways economics, environments, networks, governments, religions and culture all coalesced to create vibrant black communities around the world. Students will investigate some of the roles anthropology and archaeology have played in defining, informing, and promoting images of black people throughout time, and some of the ways archaeology has impacted African diasporic communities. The course will use archaeological data from Africa, the Western Hemisphere and beyond as a starting point for thinking about the significant contributions black people have made to today's society.

4 Undergraduate Credit Hours

Why is this course important?

If you are from the United States, you probably know African Americans came to North America as slaves. Did you ever wonder why Africans became slaves? What were all those African people doing before that? Have you ever heard of the Afro-Indian

soldiers that defended Indian principalities until the 20th century? What about former Afro-Brazilian slaves who returned to Africa as skilled workers and built Baroque-style houses in Lagos? What are some of the ways African people resisted oppression, racism, and slavery? How did African Americans use collective action to save a burial ground in New York City and across the country? This course will help you better understand the origins of today's African peoples so you can make more sense of how the African Diaspora looks the way it does today.

What you should be able to know and do by the end of this course?

- Articulate an informed perspective on the history of African Diasporic people since 1200 CE.
- Understand some of the ways archaeology has both informed and misinformed the world on black history.
- Read and interpret college-level resources and clearly convey your interpretation using the written English language.
- Understand the complicated history of how persons of African descent came to live around the world.

What are the course policies?

- The readings form the core of our class discussions and activities. Please come prepared. I expect you to participate.
- Attendance is optional but you will not do well without attending lectures or group activity meetings.
- Restrict cell phone use to course-related activities. For emergencies, please take your phone outside.
- Late assignments will receive up to 50% of allotted points.
- I am a fan of respect and will do my very best to show you all respect. There may be times when, in discussion, you might disagree with me or the other students. This is okay. I expect you to remain respectful of the others in this class.

- Follow the directions of all assignments and be a good partner in all group activities



About the Instructor: For as long as he can remember, Bill White has always wanted to become an archaeologist. His professional archaeology career began in 2004 when he started working in cultural resource management. More recently, Bill's work has focused on community-based public archaeology with an emphasis on African American history and the racialization process. His current research interests include heritage conservation, historic preservation law and practice, cultural landscapes, and digital data dissemination.

Are there any required texts?

Yes, but you don't have to pay!

For discussion on Slavery in the Atlantic World, we will use the book

Thornton, John

1998 *Africa and Africans in the Making of the Atlantic World, 1400-1800*. Cambridge University Press, Cambridge, U.K.

You can access this for free through the UC Berkeley library.

I will also provide additional course readings as PDF documents that you can access on the class' bCourses website.

Notification of Objectionable

Materials: Some portions of the course content may be considered unsettling by some students, but such materials and subjects are important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them. These potentially objectionable subjects in this class include, but are not limited to: ***race and racialization, human evolution, human skeletal remains, ethnocentrism, racism, discrimination, slavery, and visual depictions of violent events***. Please tell me in advance if you will have difficulties addressing any of these topics.

How will you be graded?

<i>ASSIGNMENT</i>	<i>POINTS</i>	<i>≈% OF GRADE</i>	<i>Individual or Group</i>	<i>YOUR SCORE</i>	<i>DUE DATES</i>
Discussion/Participation	150	23	Group		Weekly
Writing Assignments	200	31	Individual		10/1; 11/5
Final Group Project	250	38	Both		9/17; 12/1; 12/3—12/5; 12/19
Group Evaluation	50	8	Individual		12/19
TOTAL	650	100		Your total points ÷ 650	

If you apply yourself consistently throughout the semester, you will benefit greatly from this grading system. There is no reason for you not to do well as long as you are putting forth effort on as many of the assignments as possible.

How is this class structured?

The content for this course will focus on the African Diaspora archaeology of 5 regions:

1. **East Africa:** Indian Ocean trade between East African coast and India peaked during the 13th century. Sites from this region show how cosmopolitan African people embraced ideas and goods from abroad.
2. **West Africa:** By the fifteenth century, West African ports were at the center of the trans-Atlantic slave trade. In this unit, we will investigate how and why human beings became commodities.
3. **Brazil:** Today, Brazil has the largest black population outside Africa. Here we will explore how this happened, how they developed a rich and unique Afro-Caribbean culture, and how they resisted enslavement.

4. **The Caribbean:** Modern capitalism was launched in the New World. It was honed in the Caribbean. In this unit, we will study the role the Caribbean played in making our global economic systems.
5. **The United States:** Archaeologies of African America are at the heart of how we investigate, think about and interpret Black sites all over the world. This unit discusses the connection between historic preservation and Black people.

All units require attending lecture and diligently reading course content.

What do you have to do to get an 'A'?

Assignments in this class are designed to help students improve their technical writing and research skills. Your final project will also test your ability to collaborate with others. Course content will be used as the topics and datasets for writing assignments that focus on developing technical writing abilities, a skill that can be applied to any college essay,

scholarship, grant application, or research project after graduation.

The grading system for this course provides flexibility and includes a number of different assignment types. As explained below, students are given the freedom to pursue the grade they would like to earn because they can choose which assignments they would like to complete and how thoroughly they would like to complete them.

Your final grade will be based on how well you performed on scores on four short essays, a take-home written midterm, 15 weekly quizzes, a take-home written final exam, attending group meetings, and a final group project.

Discussion/Participation: You will be responsible for participating in classroom discussions about the contents of weekly readings. Your discussion grade will be evaluated based on the entire class' expressed knowledge of the required readings and participation in classroom activities.

Your discussion participation grade will be based on how much the class, as a whole, participates in weekly discussion and in-class activities. Every other week, a single point value for discussion will be given to all students. This means you will all receive the same amount of points for discussion. This grade will suffer if students stop attending class or fail to demonstrate that they have read the readings before class.

Writing Assignments: The writing assignments for this course are designed to push students to produce efficient, precise analytical writing that draws upon course

content such as readings, other peer-reviewed sources, online videos, and the lectures.

This class has two short essays that will be graded individually. Each essay will be related to a concept discussed in both halves of the class. Each essay will be worth 100 points apiece (2 essays x 100 points = 200 total points). You will be given a chance to address my comments and rewrite the first essay to improve your grade.

Each essay will be no more than 1,000 words (not including works cited), single-spaced, and will be submitted as a Microsoft Word file (doc or docx). Other file formats will not be accepted or graded. Each essay must follow instructions/ guidelines, have proper grammar, include in-text citations, and a works cited page.

What's the deal with this group project?

Your biggest grade for the class, worth 200 total points, is a semester-long group project where you will complete the narrative portion of Wenner Gren Dissertation Fieldwork Grant Proposal about an archaeology site in one of five African Diasporic regions (see Table 1). This group project will have four required sections:

1) *Wenner Gren Question Outline and Bibliography:* (50 Points) Each of you will prepare an outline of how you will answer your particular question to the Wenner Gren proposal. You will also have to find 4 unique peer-reviewed references on your region/site and you will write a short annotated bibliography summarizing each reference. This assignment will be graded individually.

2) *Wenner Gren Dissertation Fieldwork Grant Proposal:* (50 Points) Your group will be responsible for writing a short but excellent Wenner Gren Grant proposal about the archaeology of the selected site. You will submit a draft of this report before your group presentations so I can give you comments/feedback/encouragement.

3) *Proposal Presentation:* (50 Points) Your group will discuss strategies, difficulties, and the process of how you decided what to do for your mock Wenner Gren Dissertation Proposal. You will summarize the archaeology of your group’s site and how it relates to broader themes in the class. Your group will give a 15-minute talk about your project and will receive comments from the professor and the class. To do well on this assignment, you will have to work together as cordial teammates and make contributions to the overall project.

4) *Proposal Final Draft:* (50 Points) Once you have addressed any and all of my comments, you will submit a final draft of your grant proposal during finals week.

Group Evaluation: (50 Points) You will also be given a chance to grade your group members’ effort on the final project. I will give your entire group a grade on how well you did on the presentation and grant proposal (20 points). You will anonymously give each of your group members a grade for their participation on this project (30 Points). Your group evaluation grade will be the sum of the score I gave each of you and the average of the scores your group members gave you.

TABLE 1: Wenner Gren Foundation Dissertation Fieldwork Research Domains			
<i>REGION</i>	<i>FOCAL SITE</i>	<i>RESEARCH THEME</i>	<i>CENTRAL RESEARCH QUESTION</i>
East Africa	Stone Town of Zanzibar	Trade Networks	How does Stone Town fit into Indian Ocean trade network?
West Africa	Elmina	Atlantic Slave Trade	How does Elmina relate to the development of the Atlantic Slave trade?
Brazil	Palmares	Syncretism	What role does Palmares play in syncretic development of Afro-Brazilian culture?
Caribbean	Barbados	Colonialism and Capitalism	How do plantations on Barbados fit into the development of modern capitalism?
United States	Monticello	Heritage Conservation	What role does Monticello play in the way we conserve African diaspora archaeological sites?

***Reading and assignment schedule** (Dates and topics subject to change)

* Readings are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
1	8/29/2019	Course Introduction	The Biology of Skin Color (https://youtu.be/yuLxPuDEi6k)	None. You just got here	
2	9/3/2019	African historiography and Historical archaeology	The Origin of the Race Concept (https://youtu.be/O2tbymo9A3E); Eugenics, Social Darwinism and Human Zoos (https://youtu.be/SyC2-FlxGcE)	Ibn Khaldun (1969:49-69); Patterson and Kelly (2000)	
	9/5/2019		These Divers Search For Slave Shipwrecks and Discover Their Ancestors (https://youtu.be/u2l_EugvRw8)	Phillips (1694) in Donnan (1930); Orser (2004)	
3	9/10/2019	East Africa and Indian Ocean Trade Networks		Chami 1998; Croucher (2015);	
	9/12/2019		Siddi in India (https://on.natgeo.com/2ySlbM9)	Kusimba (2007); Singh (2015)	
4	9/17/2019	The Stone Towns of Zanzibar		Falck (2013); Kusimba (2004)	Wenner Gren Question Outline and bibliography Due

* Readings are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
	9/19/2019			LaViolette and Fleisher (2009); Rhodes et al. (2015)	
5	9/24/2019	The Atlantic Slave Trade and West Africa	The Atlantic Slave Trade (https://youtu.be/dnV_MTFEGiY)	Alexander (2001); Thorton (1998: Chapter 3)	
	9/26/2019			Thorton (1998: Chapter 4)	
6	10/1/2019	Elmina and West African Fortresses		Decorse (1992); Cook et al. (2016)	Essay #1 Due
	10/3/2019			Bruner (1996)	
7	10/8/2019	Syncretic Culture and Resistance in Brazil	The world of Candomblé (https://youtu.be/HeA4_01jNNk)	Thorton (1998 Chapter 8);	
	10/10/2019			Gordenstein 2016; Paris 2017; Torres de Souza 2016	
8	10/15/2019	Palmares	Capoeira (https://youtu.be/nFZqji8OiY)	Orser 1994; Orser and Funari 2001; Furnari 2007	Essay #1 rewrite due
	10/17/2019			Funari 2003; Funari et al. 2013	
9	10/22/2019	Sugar, Capitalism, and the Caribbean	Science Magazine video on St. Croix	Thorton (1998 Chapter 6)	
	10/24/2019			Odevale et al. 2017; Saunders 2015	
10	10/29/2019	Sugar and Commerce on Barbados		Agbe-Davies 2009; Smith and Watson 2009	
	10/31/2019			Handler 1997; Reilly 2016	
11	11/5/2019	Becoming African American in the United States	Unearthing Sally Hemings (https://youtu.be/0Gm3HtjirMQ)	Leone et al. 2005	Essay #2 Due

* Readings are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
	11/7/2019			Howard University Press 2009: Chapters 4—5	
12	11/12/2019	Historic Preservation and Monticello	Slavery at Monticello App (https://bit.ly/2KIMdSK)	Neiman 2008; Cradler 1990	
	11/14/2019			Nolan and Buckman 1998	
13	10/19/2019	Future of African Diaspora Archaeology		Agbe-Davies 2007; Flewellen 2017	
	11/21/2019			Brandon 2009; White 2017	
14	11/26/2019			THANKSGIVING WEEK (No Class)	
	11/28/2019			THANKSGIVING DAY	Grant Proposal Due 12/1/2019
15	12/3/2019	Wenner Gren, Archaeology Grad Students, and Stress		Proposal presentations Groups 1--4	
	12/5/2019			Proposal presentations Groups 5--7	
16	12/10/2019			RRR Week (No Class)	
	12/12/2019			RRR Week (No Class)	
17	12/17/2019				
	12/19/2019				Grant Proposal Final Draft Due; Group Evaluation Due

University of California, Berkeley

Course Policies

Safe Spaces

Lecture and group project meetings are open spaces for the discussion of topics that some may find controversial or sensitive. Active participation is both encouraged and expected. Please contribute to the discussion, ask questions, and feel free to disagree with your instructor, fellow students, and any of the course content in a respectful manner. The university takes threatening and/or disruptive behavior very seriously. Please see the appropriate sections of the Berkeley Campus Student Code of Student Conduct for discussions of threatening and disruptive behavior (http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012_0.pdf)

If you are concerned about the behavior of those in this class, you can view the many Safe Spaces for Students options offered by Cal Berkeley (<http://diversity.berkeley.edu/community-support-spaces-and-resources/services-and-safe-spaces-students>) or those offered by the Berkeley Office for the Prevention of Harassment and Discrimination (<https://ophd.berkeley.edu/>)

Academic Integrity

(<http://teaching.berkeley.edu/statements-course-policies#academic>)

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for

completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

Cheating: Anyone caught cheating on a quiz or exam will receive a failing grade for that assignment and will also be reported to the University Office of Student Conduct. Except for the final project in this class, please do your own work on writing assignments, quizzes, and exams to guarantee that you are not suspected of cheating. Make sure the documents you upload to bCourses were created by you on your own computer at an IP address associated with you.

Plagiarism/Self-plagiarism: I encourage collaboration, but you must be original in composing the writing assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example: <http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism> Here's what I have to do if you're caught plagiarizing <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Turnitin: UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses

may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit: <http://ets.berkeley.edu/academic-integrity>

Letters of Accommodation: I am dedicated to making this course available and passible to any student, regardless of disability. If you need accommodation to help with any of my assignments, please request a Letter of Accommodation from the university (<http://dsp.berkeley.edu/students/returning-students/letters-accomodation>).

Accommodation of Religious Creed: I respect all religious beliefs. If any of my assignments conflict with a religious event, please tell me in advance so we can make arrangements (<http://sa.berkeley.edu/uga/religion>).

Scheduling Conflicts: Life happens. I know. If you have a conflict with any of the assignments in class, please notify me BEFORE you need to miss class or an assignment. We can work something out.

Technology Disclaimer: This is not an online class but you will not be able to easily access course materials without: internet access (Wi-Fi, Ethernet, 4G service) and a computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab), and/or a smartphone (iPhone, Galaxy, whatever else there is in the world). Many of the in-class activities will require you to bring a digital device to class. Please make sure you come to class with a digital device that can access the internet, Microsoft Word, and Adobe PDF reader. Contact me immediately if you don't already have access to one of these devices and internet/4G reception so we can work something out.

Likewise, this course heavily uses its bCourses site. There, you will find course readings, submit your written assignments, access quizzes, and access your grades. I will do my best to make sure the website is working, but please tell me if anything on the website does not work. Also, glitches with the website are not excuses for you to not complete course assignments. Back up any problems with an email with your assignment attached. I will help walk you through any problems but you still need to do the work.

The Department of Anthropology at the University of California, Berkeley

The anthropology department at Berkeley is [one of the top three anthropology programs in the world](#). Your school is at the cutting edge when it comes to archaeology, sociocultural anthropology, and biological anthropology. See what's going on in anthro: <http://anthropology.berkeley.edu/news>. Or, beat the rush and change your major or minor to anthropology:

<http://anthropology.berkeley.edu/undergraduate/anthropology-majors>

