

AFRICAN DIASPORA ARCHAEOLOGY

ANTHRO 128 LEC 001 25238

Synchronous online course with live sessions on

Mon/Wed/Fri 9:00—9:59AM PST

UNIVERSITY OF CALIFORNIA, BERKELEY • DEPARTMENT OF ANTHROPOLOGY

Spring 2021 Course Syllabus

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Email:

Office Hours: Wednesday 10:00AM—Noon PST or by
appointment

HOSPITAL

TNC OFFICE

Anthropology

UNIVERSITY OF CALIFORNIA, BERKELEY

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 will you be able to 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 about black history.
- Read and interpret college-level resources and clearly convey your interpretation using the written English language.
- Understand aspects of the complicated history of how persons of African descent came to live around the world.

Course policies

- Your own life experiences and background are valuable sources of knowledge. We will all learn most in this class when we are welcome to share some of our own experiences with each other as they relate to course content.
- The readings form the core of our class discussions and activities. Please come prepared. I expect you to participate.

- Attendance to our live sessions is optional but you will not do as well without attending lectures or group activity meetings.

- 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

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 book 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, white supremacy, 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.

Online Considerations

All of the activities in this class will require a digital device. You will not be able to complete this course without you will not be able to complete this course without:

- Internet access (Wi-Fi, Ethernet, 4G service), and;
- A computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab, ect.), or a smartphone.

Due to constraints of remote learning, it will be difficult to access course materials and participate in course activities without access to a high-speed Internet connection. Unfortunately, dial-up internet will not work well with our course content and this course will be taxing for cellular use. If you plan on attending the course using your smartphone, so please make sure you are not using your cell phone's data plan just to attend this course.

The course will be conducted entirely online with both synchronous and asynchronous elements. There will be no in-person, "face-to-face" meetings; however, unlike asynchronous online courses where your assignments, readings and activities are placed on a course management program like bCourses and there is little if any "real-time" interaction with your classmates or your instructor, our class will conduct Live Online Sessions that are "scheduled" at the same time we would meet if this was an in-person class (Monday, Wednesday, and Friday from 9:00AM—9:59AM Pacific Time). It is highly encouraged that you attend the "Live" sessions, but attendance is not required. **Your grade will not be negatively impacted if you choose not to or cannot attend the "Live Online" sessions.**

These synchronous, or, "Live" sessions will be held using Zoom, (if you have an iPhone, iPad or Android device, please consider downloading this App so that you have the option of attending our Live Online Sessions using that device rather than your computer). Live Sessions are configured so that you can access them from your laptop, desktop, tablet or other mobile device. The Zoom link to all "**live**" sessions will be emailed to you and will be added to bCourses. The portions of the live sessions when I am talking will be recorded. Student discussion segments will not be recorded. Recordings of all Live Sessions will be accessible from bCourses (our course management platform).

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 Questions	50	9	Individual		10 weeks
Writing Assignments	200	36	Individual		2/22; 4/5
Final Group Project	250	45	Both		2/8; 3/15; 4/26—4/30; 5/12
Group Evaluation	50	9	Individual		5/12
TOTAL	550	100		Your total points ÷ 550	

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 sixteenth 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 the African continent. Here we will explore how this happened, how they developed a rich and unique Afro-Brazilian 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.

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 two short essays, a semester-long group project, and class participation.

Discussion Questions: Each Friday, you are invited to join us for a discussion of that week's readings. You will be responsible for submitting at least three (3) questions for the Friday discussions even if you are not able to attend. These questions will be uploaded to a discussion module on bCourses each week. We will start that week's discussion based on the questions in the bCourses discussion module.

This assignment is worth 5 points for every week you submit questions. You must submit questions for at least 10 weeks of discussion. You may submit questions for more weeks, but your maximum grade is capped at 50 points.

Your discussion grade will be based on the questions you submit to this module. This grade will suffer if you do not submit questions or fail to demonstrate that you 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 250 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 5 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 Draft: (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. This assignment will be graded as a group.

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. This assignment will be graded as a group.

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. This assignment will be graded as a group.

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. This assignment will be graded individually.

<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	1/20/2021	Course Introduction	The Biology of Skin Color (https://youtu.be/yuLxPuDEi6k)	None. You just got here	
	1/22/2021	DISCUSSION	The Origin of the Race Concept (https://youtu.be/O2tbymo9A3E)		
2	1/25/2021	African historiography and Historical archaeology	Eugenics, Social Darwinism and Human Zoos (https://youtu.be/SyC2-FlxGcE)	Ibn Khaldun (1969:49-69); Patterson and Kelly (2000)	
	1/27/2021		These Divers Search For Slave Shipwrecks and Discover Their Ancestors (https://youtu.be/u2l_EugvRw8)	Phillips (1694) in Donnan (1930); Orser (2004)	
	1/29/2021	DISCUSSION			Discussion Questions Due
3	2/1/2021	East Africa and Indian Ocean Trade Networks	Siddi in India (https://on.natgeo.com/2ySlbM9)	Chami 1998; Croucher (2015);	
	2/3/2021			Kusimba (2007); Singh (2015)	
	2/5/2021	DISCUSSION			Discussion Questions Due

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WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
4	2/8/2021	The Stone Towns of Zanzibar		Falck (2013); Kusimba (2004)	Wenner Gren Question Outline and bibliography Due
	2/10/2021			LaViolette and Fleisher (2009); Rhodes et al. (2015)	
	2/12/2021	DISCUSSION			Discussion Questions Due
5	2/15/2021	The Atlantic Slave Trade and West Africa	The Atlantic Slave Trade (https://youtu.be/dnV_MTFEGIY)	Alexander (2001); Thorton (1998: Chapter 3)	
	2/17/2021			Thorton (1998: Chapter 4)	
	2/19/2021	DISCUSSION			Discussion Questions Due
6	2/22/2021	Elmina and West African Fortresses		Decorse (1992); Cook et al. (2016)	Essay #1 Due
	2/24/2021			Bruner (1996)	
	2/26/2021	DISCUSSION			Discussion Questions Due
7	3/1/2021	Syncretic Culture and Resistance in Brazil	The world of Candomblé (https://youtu.be/HeA4_01jNNk)	Thorton (1998 Chapter 8);	
	3/3/2021			Gordenstein 2016; Paris 2017; Torres de Souza 2016	
	3/5/2021	DISCUSSION			Discussion Questions Due

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WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
8	3/8/2021	Palmares	Capoeira (https://youtu.be/nFZqji8OiY)	Orser 1994; Orser and Funari 2001; Furnari 2007	Essay #1 rewrite due
	3/10/2021			Funari 2003; Funari et al. 2013	
	3/12/2021	DISCUSSION			Discussion Questions Due
9	3/15/2021	Sugar, Capitalism, and the Caribbean	Unearthing slave lives on St. Croix (https://youtu.be/7n6xuQuP2x4)	Thorton (1998 Chapter 6)	Grant Proposal Draft Due
	3/17/2021			Odewale et al. 2017; Saunders 2015	
	3/19/2021	DISCUSSION			Discussion Questions Due
10	3/22/2021	Spring Break			
	3/24/2021				
	3/26/2021				
11	3/29/2021	Sugar and Commerce on Barbados		Agbe-Davies 2009; Smith and Watson 2009	
	3/31/2021			Handler 1997; Reilly 2016	
	4/2/2021	DISCUSSION			Discussion Questions Due
12	4/5/2021	Becoming African American in the United States	Unearthing Sally Hemings (https://youtu.be/0Gm3HtjirMQ)	Leone et al. 2005	Essay #2 Due
	4/7/2021			Howard University Press 2009: Chapters 4—5	
	4/9/2021	DISCUSSION			Discussion Questions Due

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WEEK	DATE	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
13	4/12/2021	Historic Preservation and Monticello	Slavery at Monticello App (https://bit.ly/2KIMdSK)	Neiman 2008; Cradler 1990	
	4/14/2021			Nolan and Buckman 1998	
	4/16/2021	DISCUSSION			Discussion Questions Due
14	4/19/2021	African Diaspora Archaeology and the Future		Agbe-Davies 2007; Flewellen 2017	
	4/21/2019			Brandon 2009; White 2017	
	4/23/2021	DISCUSSION			Discussion Questions Due
15	4/26/2021			Group Presentations	
	4/28/2021			Group Presentations	
	4/30/2021			Group Presentations	
16	5/3/2021			RRR Week (No Class)	
	5/5/2021			RRR Week (No Class)	
	5/7/2021			RRR Week (No Class)	
17	5/10/2021				
	5/12/2021				Grant Proposal Final Draft Due; Group Evaluation Due
	5/14/2021				

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 an assignment 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 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 an online class. 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. ***All of the activities in this class will require a digital device.*** Please make sure you obtain 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>

