



AFRICAN AMERICAN ARCHAEOLOGY—ONLINE SYLLABUS

ANTHRO 122H

Summer Session A, May 23—June 30, 2023

Prof. William A. White, III

Email:

Lecture/ Live Sessions: Monday, Tuesday, Wednesday, and Thursday 10—11:59AM Pacific Time

Office Hours: Noon—2PM Tuesdays and Thursdays or by appointment

OFFICE HOURS ZOOM LINK

I will be available in my office on campus (Archaeological Research Facility 210), but will also be available via zoom for those of you who cannot come see me in person

<https://berkeley.zoom.us/>

SYNCHRONOUS LECTURE ZOOM LINK

I am willing to livestream each lecture over zoom for folks who cannot make it to campus each week.

You will get the most out of being there live, but I understand that folks cannot always make it to

Berkeley every day. We can take a vote on this the first day of class and decide if this is worthwhile for any of you.

<https://berkeley.zoom.us/>

What is this course about?

For over 50 years, archaeologists in the United States have conducted research on sites where African Diasporic people made homes. This course provides an overview of the results of that work but also places it among the struggle Black Americans have waged for recognition, heritage conservation, and equality. African American Archaeology uses archaeological data from across the United States to think about the role this profession has played in defining and informing society about Black Americans. Our class starts with the first archaeology conducted on Black heritage sites and ends with the clarion call for the attentive, regenerative, anti-racist work this country needs in these rapidly changing times.

For over 20 years the instructor for this course, William White, has conducted archaeological work in the United States including research on African Diasporic sites. Dr. White has experience in archaeological method and theory, historic preservation, heritage conservation, and community-based collaborative research. He will draw upon personal experience to place African American archaeology in a contemporary context, demonstrating its relevance to our current world.

Why is this course important?

Black History did not start with slavery. It doesn't end with slavery either. The struggle of Black Americans gives us an example of how we can all persevere in the face of dislocation and relocation; environmental change; poverty and wealth; community disintegration and community building; and history and stories. African American archaeology uses folklore, ethnography, anthropology, history as well as empirical data gleaned from archaeological sites to inform us about Black pasts. We will use data generated from select African American sites as case studies to learn lessons that we can use in our everyday lives. This class uses archaeology as a classroom for thinking about how the Black experience can be an example for us all, which is sorely needed in these rapidly changing times because Black history is our history. It's the history of our world and this is its archaeology.

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

- Articulate an informed perspective on the history of Black America since the 1500s
- 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 how the Black experience is preserved in archaeological sites.
- Have a basic understanding of how historic preservation, archaeology, and heritage conservation serves and diserves Black communities; and, what that means for you as a resident of the United States.

Basis for assessment:

There are five types of assignments that must be submitted on time, which will be assessed for completeness and fulfillment of required features.

1) Participation: This class has discussion sessions every day. This requires your participation in class or on zoom during livestreams. The whole class will receive a participation grade based on how much you all invested in class discussions.

2) Family Tree: Black history is world history. This assignment will lay a foundation that you can use to connect your own family history to that of African Americans even if you are not from the United States, Black, and/or are adopted.

3) Essays: Two essays will be written in Microsoft Word using course readings AND other peer-reviewed references you find on your own.

4) Discussion Boards: Each week, there will be a discussion board hosted on bCourses focused on the readings for that week. I am looking for insightful comments (at least one paragraph long) that draw upon the readings, videos, and live sessions for that week.

5) Voice Memos: You will also be asked to upload a 3—5-minute-long voice memo for the week. You can record this with your laptop, phone, tablet, or whatever you've got and upload the recording to bCourses.

I expect each memo to focus on course content, but this is a place where you can ask questions, make comments, and otherwise engage with the content in a creative way.

This course uses readings and videos to inform students about African American archaeology. Successfully completing course assignments will require you to watch the videos AND do the readings.

How will you be graded?

<i>ASSIGNMENT</i>	<i>POINTS</i>	<i>≈% OF GRADE</i>	<i>YOUR SCORE</i>	<i>DUE DATES</i>
Participation	60	13		Weekly
Discussion Boards	40	13		Weeks 1, 2, 4, 6
Voice Memo	20	7		Weeks 3 & 5
Family Tree	100	22		Week 2
Essays	200	44		Week 4 & 6
TOTAL	420	99%	Your total points ÷ 420	

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.

Late Work/Extensions/Drops

- Until Week 5, you can obtain a late work extension of up to 1 week if you cannot complete an assignment due to medical reasons.
- There will be no late work extensions for the final week of this class.
- In the event of a serious emergency, please let the instructor know with the maximum possible advance notice.
- Please inform me if you have a DSP accommodation from the university. Based on guidance from the DSP office, I will make the adjustments you need to have an equal chance to do well in this course.

Homework Regrades

- Until Week 5 of this class, you have one week to request a regrade on an assignment.
- Regrade requests must be accompanied by a written explanation of why you would like your paper regraded.
- When your paper is regraded, your score may go up or down, or remain unchanged.

Attendance Policy

You will do best in this class if you attend as many lectures as possible; however, I understand that students will not always be able to attend lecture. You do not have to show up to every lecture to complete this course. I will not be taking attendance. It is in your best interest to show up, but I will not be keeping track of your attendance.

Course Schedule

(All readings, videos, and assignments will be hosted via bCourses)

Videos: required videos will be hosted on bCourses. You can also find links in the syllabus

Readings: required readings will be posted on bCourses and detailed on the full version of the syllabus.

WEEK	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
Week 1: Mon	Archaeology and Black America <i>How have archaeologists interpreted Black sites in the United States?</i>	The Origin of the Race Concept (https://youtu.be/O2tbymo9A3E)	None. You just got here	
T		What About Eugenics, Social Darwinism, and Human Zoos? (https://youtu.be/SyC2-FlxGcE)	Epperson 2004	
W			Asher and Fairbanks 1971; Flewellen et al. 2021	
Th		Archaeological Pedagogy in the Era of Black Lives Matter (https://youtu.be/p8FuyCsv-YI)		Assignment: Discussion Board Assignment: Family Tree
Week 2 Mon	African American Agency and Africanisms <i>What do artifacts created by African Americans tell us about agency?</i>	MEMORIAL DAY -- NO CLASS	MEMORIAL DAY-- NO READINGS	Type Site: Kingsely Plantation, Jacksonville, FL
Tu		Introduction to Kingsley Plantation (https://youtu.be/jeYTDyDc3iU)	Mullins 1999; Vernon 1988	

WEEK	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
W		Virtual Walk through The Kingsley Plantation https://youtu.be/tVnC8zuylv0	Flewellen 2017	
Th		The History Of The Gullah https://youtu.be/Pk7yPUoGdGA	Stine, Cabak and Groover 1996; Wilkie 2000	Assignment: Discussion Board
Week 3 Mon	African American bioanthropology <i>What do African American human remains tell us about Black pasts?</i>		Davidson 2007; Whalen and Price 1998	Type Site: African Burial Ground, NYC
Tu			Watkins 2020	
W			LaRoche and Blakey 1997; NYABG vol 5	
Th		The African Burial Ground 1 https://youtu.be/jbCa_djSo6E ; The African Burial Ground Part 2 https://youtu.be/FjpZZv7FnGA		Assignment: Voice Memo Assignment: Archaeology and You Essay
Week 4 Mon	Building Black communities <i>Despite structural racism, how did African Americans build communities where they could raise their children?</i>		Chapter 1: Praetzellis and Praetzellis 2004 Chapter 2: Praetzellis and Praetzellis 2004 (cont.)	Type Site: West Oakland, CA
Tu			Chapter 10: Praetzellis and Praetzellis 2004 (cont.)	
W			Chapter 11: Praetzellis and Praetzellis 2004 (cont.)	

WEEK	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
Th		<p>What Happened to the Black People in Oakland? https://youtu.be/leBg4CqTHnc</p> <p>Oakland, California 4k (Story of the Community) https://youtu.be/8mWHJhQ8z9s</p>		Assignment: Discussion Board
Week 5 Mon	<p>African American heritage conservation</p> <p><i>What are African Americans doing to preserve their heritage sites?</i></p>	JUNETEENTH – NO CLASS	JUNETEENTH – NO READINGS	Type Site: Estate Little Princess, St. Croix, USVI
Tu		<p>Unearthing slave lives on St. Croix https://youtu.be/7n6xuQuP2x4</p>	Dunnavant et al. 2018; White 2021	
W		<p>These Divers Search for Slave Shipwrecks and Discover Their Ancestors https://youtu.be/u2l_EugvRw8</p>	Odewale 2017	
Th		<p>Slave Trade and Slavery in the Danish West Indies https://youtu.be/HEylsvZu8d8</p>	Franklin et al. 2020	<p>Assignment: Voice memo</p> <p>Assignment: Connecting African American Archaeology to Today</p>
Week 6 Mon	<p>Regenerative Archaeology and the Beloved Community</p> <p><i>The new movement in American archaeology towards healing painful pasts</i></p>	<p>Martin Luther King Beloved Community https://youtu.be/leCzzRY_RI8</p> <p>NOTE: this is a very Christian speech. Do not listen to this if it violates your religion</p>	Brunache et al. 2021	

WEEK	TOPIC	VIDEOS	READINGS	ASSIGNMENTS
Tu			Singleton 1997	
W		Beloved Community: bell hooks & Cornel West (an excerpt) (https://youtu.be/N66HJNb38Hc)	Leone, LaRoche, Babiarz 2005	
Th		EID AL ADHA & LAST DAY OF CLASS	NO READINGS	Assignment: Discussion Board

READINGS:

WEEK 1:

Asher and Fairbanks

1971 Excavation of a Slave Cabin. *Historical Archaeology*

Epperson, Terrence W.

2004 Critical Race Theory and the Archaeology of the African Diaspora. *Historical Archaeology*

Flewellen, Ayana Omilade ; Dunnavant, Justin P ; Odewale, Alicia ; Jones, Alexandra ; Wolde-Michael, Tsione ; Crossland, Zoë ; Franklin, Maria

2021 “The Future of Archaeology Is Antiracist”: Archaeology in the Time of Black Lives Matter. *American Antiquity*,

WEEK 2: Africanisms

Archaeology

Flewellen, Ayana

2017 Kingsley Plantation Locating Marginalized Historical Narratives at Kingsley Plantation. *Historical Archaeology*

Mullins, Paul

1999 Race and the Genteel Consumer: Class and African American Consumption, 1850–1930. *Historical Archaeology* 33(1):22–38.

Stine, Linda France, Cabak, Melanie A., and Groover, Mark D.

1996 Blue Beads as African American Cultural Symbols. *Historical Archaeology* 30(3):49—75.

Vernon, Richard

1988 Apalachee Colono-Indian Ware as a Reflection of Demography, Economics and Acculturation. *Historical Archaeology* 22(1):.

Wilkie, Laurie

2000 Culture Bought: Evidence of Creolization in the Consumer Goods of an Enslaved Bahamian Family. *Historical archaeology*, Vol.34 (3), p.10-26

WEEK 3: Bioarchaeology

Davidson, James M.

2007 "Resurrection Men" in Dallas: The Illegal Use of Black Bodies as Medical Cadavers (1900—1907) *International journal of historical archaeology*, Vol.11 (3), p.193-220

LaRoche, Cheryl J. and Blakey, Michael L.

1997 “Seizing Intellectual Power: The Dialogue at the New York African Burial Ground.” *Historical Archaeology* 31(3):.

Howard University Press

2009 New York African Burial Ground, Vol. 5

Watkins, Rachel J

2020 An Alter(ed)native Perspective on Historical Bioarchaeology. *Historical archaeology*, Vol.54 (1), p.17-33

WEEK 4: Heritage Conservation

Praetzellis, Adrian and Mary Praetzellis, editors

2004 Putting the “There” There: Historical Archaeologies of West Oakland

WEEK 5: Building Community

Dunnavant, Justin P., Flewellen, Ayana O., Jones, Alexandra, Odewale, Alicia, and White, William A.,

2018 Assessing heritage resources in St. Croix post-Hurricanes Irma and Maria. *Transforming Anthropology*, 26, no.2:157–172.

- Franklin, Maria, Justin P. Dunnavant, Ayana Omilade Flewellen, and Alicia Odewale
 2020 "The Future is Now: Archaeology and the Eradication of Anti-Blackness," *International Journal of Historical Archaeology*, 24:753–766.
- Odewale, Alicia ; Foster, H. Thomas ; Torres, Joshua M.
 2017 In Service to a Danish King: Comparing the Material Culture of Royal Enslaved Afro-Caribbeans and Danish Soldiers at the Christiansted National Historic Site. *Journal of African diaspora archaeology and heritage*, Vol.6 (1), p.19-54
- White, William A.
 2021 Remembering Queen Mary: Heritage Conservation, Black People, Denmark, and St. Croix, U.S. Virgin Islands. *Journal of African diaspora archaeology and heritage*, p.1-24

WEEK 6: Eye to the future

- Brunache, Peggy ; Dadzie, Benjamina Efua ; Goodlett, Karen ; Hampden, Laura ; Khreisheh, Amal ; Ngonadi, Chioma Vivian ; Parikh, Danika ; Plummer Sires, Jeannette
 2021 Contemporary Archaeology and Anti-Racism: A Manifesto from the European Society of Black and Allied Archaeologists. *European journal of archaeology*, 2021-08, Vol.24 (3), p.294-298
- Leone, Mark P ; LaRoche, Cheryl Janifer ; Babiarz, Jennifer J
 2005 THE ARCHAEOLOGY OF BLACK AMERICANS IN RECENT TIMES. *Annual review of anthropology*, Vol.34 (1), p.575-598
- Singleton, Theresa, editor
 1997 Facing the Challenges of a Public African American Archaeology. *Historical Archaeology* 31(3):146–152.

University of California, Berkeley Course Policies

Safe Spaces

Lecture and in-class discussion are open spaces for a dialogue on 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 with 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 an online class, which means you will not be able to access course materials without: internet access (Wi-Fi, Ethernet, 4G or 5G service) and a computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab), and/or a smartphone. 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 or 5G 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

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