

The Archaeology of African Diasporas

ANTH 454.001

9:30-12:15, T

Spring 2015

Alumni 201A

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201B Alumni Building

Office Hours: W 1-3pm

also, by appointment

Overview: Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. This course emphasizes the modern period, beginning with the onset of transatlantic slavery in Africa and the Americas, continuing through the various American Emancipations and into the 21st century. Prior experience with archaeology is not required.

Readings: Required readings may be found in several books, in journals and electronically via the course Sakai page. Books are for sale in the bookstore and available on reserve in the Undergraduate Library. They include:

Barnes, Jodi A., ed.

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

Berlin, Ira

2010 *The Making of African America: The Four Great Migrations*. New York:
Viking.

Ferguson, Leland G.

1992 *Uncommon Ground: Archaeology and Early African America, 1650-1800*.
Washington, D. C.: Smithsonian Institution.

Ogundiran, Akinwumi, and Toyin Falola, eds.

2007 *Archaeology of Atlantic Africa and the African Diaspora*. Bloomington:
Indiana University Press.

Singleton, Theresa A., ed.

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

This next book is **recommended** for students unfamiliar with archaeology, but its contents are not required and will not be discussed in class.

Bahn, Paul

1996 Archaeology: A Very Short Introduction. Oxford: Oxford University Press.

Course assessment: The final course grade will be determined based on student performance in the following categories:

Leading class discussion of the readings. Students will be assessed on their **written guidelines** prepared in advance, as well as the **discussion** itself. Two times, 10% of the course grade each instance.

Class participation All students are expected to be present for every class session, contribute actively to ongoing discussions, and engage fully with in-class activities. These will include **written work** (preparatory and in-class assignments) as well as **class discussions**. Because of the critical importance of participation in the community of the class, **any student with less than 80% attendance will receive a failing grade for participation**. Absences are only excused with verification from a doctor, court, or the university (i.e.: the athletic department for a road trip; student affairs for a personal emergency, etc.). 10% of the course grade.

Voyages assignment. Pairs or groups of students will investigate an aspect of the transatlantic slave trade via the Transatlantic Slave Trade Database (<http://www.slavevoyages.org/tast/index.faces>) and present their findings to the class, due 17 February. 10% of the course grade.

Stagville store assignment. Students will participate in the collection of data from manuscripts contained within the Cameron Family Papers (<http://search.lib.unc.edu/search?R=UNCb4092683>), part of UNC's Southern Historical Collection, due 28 April. 10% of course grade.

For undergraduates:

A mid-term **project** applying archaeological data from The Digital Archaeological Archive of Comparative Slavery (www.daacs.org) to an individually-developed research question. 7-10 pages, due 24 March. 25% of the course grade.

A final **exam** (short answer and essay) covering material from the entire semester, but with an emphasis on the second half of the course, 1 May 8 a.m. 25% of the course grade.

For graduate students:

An *annotated bibliography* on a subject of the student's choosing, prepared in consultation with the professor. Twenty entries, due 17 March. 25% of the course grade.

A *paper*, suitable for presentation at a conference, building on the themes in the annotated bibliography, presentation (15 minutes) due date TBD, final written version (10-12 pages) due 1 May 8 a.m. 25% of the course grade.

Course policies:

Regarding requirements—Papers/projects are to be handed in, **as specified by their instructions**, at the due date and time. The grade will drop one letter for every 24-hour period that passes until handed in (i.e.: 3 hours late = one letter grade lower, 27 hours late = two letter grades lower).

Any request for a change to the evaluation schedule **must** be accompanied by verification from the hospital, court, or from the university (i.e.: the athletic department for a road trip; student affairs for a personal emergency, etc.) before I will consider making accommodations. The Dean of Students office is available by phone: 919.966.4042; and via their website: <http://deanofstudents.unc.edu/index.php/request-assistance-topmenu-75/57-missing-class.html>

Regarding conduct—Please behave in a manner that promotes effective teaching by your professor and learning by your classmates. This means coming to sessions prepared to focus on the matter at hand and avoiding activities that can distract from the focus of the class. Debates and discussions about course material should be conducted respectfully, phones turned off, etc. When in doubt, think about the effect of your actions on everyone's ability to learn.

Regarding communication—From time to time I may need to contact you individually or as a group. Most communications will be conducted through the course Sakai site, either as announcements, or via email. ****Be certain that your correct email address is included in your university profile, otherwise you may miss important course updates and information.****

Regarding academic integrity—A statement from UNC's resource site on Academic Integrity in Teaching and Learning:

"It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. *Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.*
2. *Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.*
3. *Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.*
4. *Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:*
 - o *Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);*
 - o *Violating or subverting requirements governing administration of examinations or other academic assignments;*
 - o *Compromising the security of examinations or academic assignments;*
 - o *Representing another's work as one's own; or*
 - o *Engaging in other actions that compromise the integrity of the grading or evaluation process.*
5. *Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.*
6. *Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.*
7. *Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.*
8. *Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II.B.*

For further information, see <http://integrity.unc.edu/index.html> or <http://honor.unc.edu/>

Class Schedule

Week 1 (13 January)

Syllabus and course information

"Unearthing Secret America"

Week 2—What is African Diaspora archaeology? (20 January)

Required:

Ferguson (*Uncommon Ground*) Prologue, Introduction, Ch 1

Berlin (*The Making of African America*) Ch 1

****Week 3—Plantation archaeology (27 January)***

Required:

Ferguson Ch 2

Emerson in Singleton (*I, Too, Am America*)

Mouer et. al. in Singleton

***Week 4—Plantation archaeology, cont. (3 February)**

Required:

Ferguson Ch 3, 4

Galle, Jillian E.

2010 Costly Signaling and Gendered Social Strategies among Slaves in the Eighteenth-Century Chesapeake: An Archaeological Perspective. *American Antiquity* 75(1):19-43.

Week 5— Diaspora (10 February)

Required:

Required:

Berlin Ch 2

Anthony, David W.

1990 Migration in Archeology: The Baby and the Bathwater. *American Anthropologist* 92:895-914.

Palmer, Colin A.

2000 Defining and Studying the Modern African Diaspora. *Journal of Negro History* 85(1/2):27-32.

In Motion <http://www.inmotionaame.org/home.cfm>

Recommended:

Fennell in Ogundiran and Falola

Brown in Barnes (*Materiality of Freedom*)

***Week 6— Plantation archaeology, again, (17 February)**

Berlin Ch 3

Battle-Baptiste in Ogundiran and Falola (*Archaeology of Atlantic Africa and the African Diaspora*)

Young, Amy L

2004 The Beginning and Future of African American Archaeology in Mississippi. *Historical Archaeology* 38(1):66-78.

Another case study TBA

Recommended:

McKee in Singleton

Voyages assignment due 17 February

***Week 7—Slavery beyond the US south(24 February)**

Required:

Chan in Ogundiran and Falola

Mack, Mark E. and Michael L. Blakey

2004 The New York African Burial Ground Project: Past Biases, Current Dilemmas, and Future Research Opportunities. *Historical Archaeology* 38(1):10-17

New York African Burial Ground Archaeology Final Report, Chapters TBA

***Week 8—The Caribbean (3 March)**

Required:

Goucher in Ogundiran and Falola

Hauser in Ogundiran and Falola

Wilkie and Farnsworth in Bauer and Agbe-Davies (*Social Archaeologies of Trade and Exchange*)*

Armstrong in Singleton

Recommended:

Agorsah in Ogundiran and Falola

Week 9 (SPRING BREAK)

***Week 10—Atlantic Africa (17 March)**

Required:

DeCorse in Singleton

Deme and Gueye in Ogundiran and Falola

Ogundiran in Ogundiran and Falola

Usman in Ogundiran and Falola

Recommended:

Monroe in Ogundiran and Falola

Stahl in Ogundiran and Falola

Kelly in Bauer and Agbe-Davies

Posnansky, Merrick

2013 Digging through Twentieth-Century Rubbish at Hani, Ghana. *Historical Archaeology* 47(2):64-75.

Annotated bibliography due 17 March (graduate)

***Week 11—Away from Slavery (24 March)**

Required:

Beaudry and Berkland in Ogundiran and Falola

Deagan and Landers in Singleton

Funari in Ogundiran and Falola

Weik in Ogundiran and Falola

Sayers, Daniel O.

2007 Landscapes of Alienation: An Archaeological Report of Excursions in the Great Dismal Swamp. *Transforming Anthropology* 15(2):149-157.

DAACS assignment due 24 March (undergraduate)

***Week 12—Post Emancipation US (31 March)**

Required:

* book available on reserve

Teague and Davidson in Barnes (*Materiality of Freedom*)

Fennell in Barnes

Martin, Terrance J., and Claire Fuller Martin

2010 Courtly, Careful, Thrifty: Subsistence and Regional Origin at New Philadelphia. *Historical Archaeology* 44(1):85-101.

Mullins, Paul R.[†]

1999 "A Bold and Gorgeous Front": The Contradictions of African America and Consumer Culture. *In* *Historical Archaeologies of Capitalism*. M.P. Leone and P.B. Potter, Jr., eds. Pp. 169-193. New York: Kluwer Academic / Plenum Publishers.

Recommended:

Agbe-Davies, Anna S., and Claire Fuller Martin

2013 "Demanding a Share of Public Regard:" African American Education at New Philadelphia, Illinois. *Transforming Anthropology* 21(2):103-121.

**Week 13—Post Emancipation US, cont. (7 April)*

Required:

Berlin Ch 4

Bastian in Singleton

Agbe-Davies in Barnes

Dixon in Barnes

Mullins and Jones in Barnes

Week 14—Museums and archaeology in public (14 April)

Required

Chappell in Singleton

Osei-Tutu in Ogundiran and Falola

Barile, Kerri S.

2004 Race, the National Register, and Cultural Resource Management: Creating an Historic Context for Postbellum Sites. *Historical Archaeology* 38(1):90-100.

Franklin, Maria[‡]

1995 Rethinking the Carter's Grove Slave Quarter Reconstruction: A Proposal. *The Written and the Wrought: Complimentary Sources in Historical Archaeology, Essays in Honor of James Deetz*, Kroeber Anthropological Society Papers 79:147-164.

McDavid, Carol[§]

2007 Beyond Strategy and Good Intentions: Archaeology, Race, and White Privilege. *In* *Archaeology as a Tool of Civic Engagement*. B.J. Little and P.A. Shackel, eds. Pp. 67-88. Lanham, MD: Alta Mira Press.

[†] available on Sakai

[‡] available on Sakai

[§] book on reserve for ANTH 898

Recommended:

Agbe-Davies in Ogundiran and Falola

Shackel, Paul A.

2010 Identity and Collective Action in a Multiracial Community. *Historical Archaeology* 44(1):58-71.

Week 15—Stagville and concluding thoughts (21 April)

Required:

Ferguson, Epilogue

Perry and Paynter in Singleton

Readings TBA

Recommended

Martin, Ann Smart

2008 Accounting for Life: Objects, Names, and Numbers. In *Buying into the World of Goods*. Pp. 67-93. And *Suckey's Looking Glass: African Americans as Consumers*. In *Buying into the World of Goods*. Pp. 173-193. Baltimore: The Johns Hopkins University Press.

Mullins, Paul R.

2008 Excavating America's Metaphor: Race, Diaspora, and Vindicationist Archaeologies. *Historical Archaeology* 42(2):104-122.

Stagville assignment due 28 April

Final exam: 1 May 8am (undergraduate)

Paper due: 1 May 8am (graduate)

ANTH 454 Spring 2015
Dr. Anna Agbe-Davies
DAACS Project

The purpose of this assignment is to demonstrate what you have learned so far about archaeological studies of African diaspora sites, by identifying a hypothesis (even one based on what researchers have already learned about these sites) and test it using real archaeological data from the Digital Archaeological Archive of Comparative Slavery (www.daacs.org). You will describe your findings and discuss their significance in a short paper (7-10 pages) 25% of the course grade.

So this assignment has several steps

- Review readings, lectures, and class discussions for ideas for a research question
 - 1st installment (in-class 3/3) Identify statements in readings, etc. that can be confirmed with archaeological evidence, for example
 - Rooms are larger in Virginia slave quarters than South Carolina slave quarters (Ferguson 1992:73)
 - Hollow vessels suggest African Americans consumed a liquid diet (Ferguson 1992)
- Determine what data in DAACS can be used to answer your research question
 - 2nd installment (turn in 3/6)
- Test your idea or check your assertion using the information in DAACS
- Describe your findings and situate them in relation to existing scholarship

A good strategy for organizing a paper like this, which is based on your original research, is much like a lab report:

- Introduction
 - Background information the reader needs to know in order to understand your observations
- Methods
 - What did you do? With what data? Why did you do it this way?
- Results
 - What did you observe?
 - Provide examples that help support your main points
 - How can you use tables, charts, and other summary data to support your argument?
- Analysis and Discussion
 - What do your findings mean?
 - How do your findings compare with other information you've learned in the course?

Even if you don't use this structure, make sure that you cover each of these areas in your paper.

An “A” paper¹ will

1. identify a relevant question or hypothesis to test
2. apply appropriate archaeological data to it
3. contextualize the results—how do they compare with those of other researchers and what do they tell us about life in the African diaspora?

A “B” paper will accomplish 1 and 3

A “C” paper will accomplish 1 and 2

A paper that cannot meet the criteria above will receive a grade lower than a “C”

I will provide detailed feedback in addition to a grade. This semester has been a challenge for me schedule wise; there have been limited opportunities for face-to-face consultation in class and additional scaffolding exercises. Therefore, I have decided that you will have the opportunity to revise your paper, in light of comments, should you wish to do so. The revised paper will be due two weeks from the date that the original version is returned.

¹ These grades assume a paper that is clearly written and free of errors.