ANT4932-21Spring 0M01

Archaeology of African American Life

Mondays 1:30pm - 3:20pm | CB2 101

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Phone: 407-823-6503
Office Location: Howard Phillips Hall, Room 311C
Virtual Office Hours: Tuesdays 11:30am-1:00pm or by appointment.
I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Required Textbooks

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

Course Description

This course explores the rapidly growing subfield of historical archaeology which deals with the life and history of African Americans. The history and modern challenges facing this group is conditioned by the historical experience of individuals and communities of African descent within the US. Unlike many European groups, the historical evidence documenting the experience of African Americans through time is sparse and incomplete. Archaeological investigations offer a primary method for recovering the everyday life experiences of this group. In addition, African American archaeology provides an important intersection for engaging the deep connection between the past and the present in socially meaningful ways. The course will review important case studies, key figure, major issues, and the overall development of African American archaeology. This course is writing intensive and involves students working with the professor on a drafting process and the production of essays meeting the quality and standards of anthropological research.

Course Objectives

Upon successful completion of this course, each student will

- Develop a historical view on the development of African American life
- Identify the major themes and directions of African American archaeology
- Understand how historical archaeology produces unique information about the past
- Understand how space is designed and managed to reinforce racial difference
- Explore the ethical considerations of exploring another group's historical identity
- Learn to ask anthropologically-inspired questions of artifacts and documents

Grading

Class participation is a must and students missing large amounts of class without an appropriate excuse (doctor's appointment, family activity such as marriages or funerals, participation in other sanctioned school activity, etc.) will endanger their semester grade. A significant portion of your grade will come from an independent research project and the associated annotated bibliography. Students are encouraged to think about their semester projects sooner rather than later. The complete grading procedure is as follows:

- Attendance/Class Participation 10 points
- Weekly Responses 10 points
- Critical response papers (five total) 50 points
- Mid Term Exam 20 points
- Final Exam 20 points

Total Possible Points: 110

Breakdown of Grading

Attendance & Participation: Students are expected to arrive at class on time with readings completed beforehand. Portions of class each week will involve classroom discussion and small group conversations. Students will be asked to choose a week and serve as discussion leaders aiding the professor; a two-page essay will be due summarizing and synthesizing the readings discussed that day.
[Total Possible Points: 10]

All papers should follow SHA Style Guide available on WebCourses.

Weekly Responses: Short weekly responses will take place for weeks 2 and 3 to prepare students for longer critical response papers.
[Total Possible Points: 10]

Critical Response Papers: Students will write five critical response papers over the course of the semester. Each paper will address a specific topic related to a set of readings (refer to semester schedule below). Each paper will be exactly two pages in length. Essays will be graded for grammar, style, and content. Students will have the opportunity to rewrite two of the essays with the grade for that assignment being the grade for the reviewed paper. Please review the guidelines for writing assignments attached to this syllabus. The historiographical nature of this course will illuminate historical archaeology's compositional style (e.g., end/footnotes are not rarely utilized by archaeologists) and help students craft evidence-based arguments in accordance with the expectations of the discipline. Essays will be submitted online and examined for plagiarism by Turnitin.
[Total Possible Points: 50]

Paper 1 will explore asymmetries of power in the past. This paper corresponds to the readings for weeks 4-6. The paper will explore how space is utilized to control and disenfranchise members of the African Diaspora.

Paper 2 will explore how archaeology contributes to ongoing dialogues concerning race and racism. This paper corresponds to the readings for weeks 7 and 8. The paper will explore the cultural construction of race and how "consuming" race is an active practice by both social elites and minorities.

Paper 3 is an opinion piece asking students to confront their own situatedness within social hierarchies. This paper corresponds to the readings for weeks 9 and 10. The paper will ask students to describe how they might attempt to retain "outlawed" religious practices if they were traumatically forced to leave the US.

Paper 4 will explore how minorities are excluded from sites of power. This paper corresponds to the readings for weeks 11 - 13. The paper will explore how African Americans are erased from local historical landscapes (e.g., capital cities) and how archaeology is assisting these communities resurrect their "hidden histories."

Paper 5 will explore new methods archaeologists employ to address diversity. This paper corresponds to the readings for weeks 15 and 16. The paper will challenge students to engage in a dialogue on redress regarding historical injustices in US history.

Mid Term and Final Exam: Students will complete one mid-term and final exam during the course of the semester. Both exams will consist of a mix of multiple choice, true/false, and short answer. Each exam is worth 20 points. The final exam is NOT cumulative.
[Total Possible Points: 40]

Course Grading Scale

A	94-100	A-	90-93.9		
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9	C-	70-73.9
D+	67-69.9	D	64-66.9	D-	60-63.9
F	59.9 and below				

GroupMe and Social Media Policy

GroupMe can be an excellent way to communicate with your fellow students. However, it is also often used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

Make-Up Assignment Policy

Make-up assignments are only granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor's note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things.

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment. It is each student's responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student's fault.

Semester Calendar

Week 01: Jan 11 - 15
Topic: **Course Introduction**
Readings: None
Assignment: Week 1 Quiz (Academic Engagement Activity)

Week 02: Jan 18 - 22
Topic: **Introduction to African American Archaeology**
Readings: Singleton, Theresa A. and Mark D. Bogard. 1995. The African Experience in America: A Brief Overview. In *The Archaeology of the African Diaspora in the Americas*.
Emerson, Matthew. 1999. African Inspirations in a New World Art and Artifact: Decorated Pipes from the Chesapeake. In *I, Too, Am America.*
Fairbanks, C. H. 1984. The plantation archaeology of the southeastern coast. *Historical Archaeology* 18(1): 1–14.
Assignment: Weekly Response (Week 2)

Week 03: Jan 25 - 29
Topic: **Pioneering Works**
Readings: Ascher, Robert and Charles Fairbanks. 1971. Excavation of a Slave Cabin: Georgia, U.S.A. *Historical Archaeology* 5:3-17.
Wheaton and Garrow. 1985. Acculturation and the Archaeological Record in the Carolina Lowcountry. In *The Archaeology of Slavery and Plantation Life*, edited by Theresa Singleton, pp. 239-269. Academic Press, Orlando, FL.
Adams, William Hampton and Sarah Jane Boling. 1989. Status and Ceramics for Planters and Slaves on Three Georgia Coastal Plantations. *Historical Archaeology* 23(1):69-96.
Assignment: Weekly Response (Week 3)

Week 04: Feb 1 - 5
Topic: **Landscapes of Difference & Power**
Readings: Delle, James A. 1999. The Landscapes of Class Negotiation on Coffee Plantations in the Blue Mountains of Jamaica, 1797-1850. *Historical Archaeology* 33(1):136-158.

Wilkie, Laurie A. and Paul Farnsworth. 1999. Trade and the Construction of Bahamian Identity: A Multiscalar Exploration. *International Journal of Historical Archaeology* 3(4):283-320.

Armstrong, Doug V. and Kenneth G. Kelly. 2000. Settlement Patterns and the Origins of African Jamaican Society: Seville Plantation, St. Ann's Bay, Jamaica. *Ethnohistor*y 7(2):369-397.

Singleton, Teresa A. 2001. Slavery and Spatial Dialectics on Cuban Coffee Plantations. *World Archaeology* 33(1):98-114.

Week 05: Feb 8 - 12
Topic: **Critiques of Plantation Studies**
Readings: Potter, Parker B. Jr. 1991. What is the Use of Plantation Archaeology? *Historical Archaeology* 25(3):94-107.

Howson, Jeane E. 1990. Social Relations and Material Culture: A Critique of the Archaeology of Plantation Slavery. *Historical Archaeology* 24(4):78-91.

Farnsworth, Paul. 2000. Brutality or Benevolence in Plantation Archaeology. *International Journal of Historical Archaeology* 4(2):145-158.

Week 06: Feb 15 - 19
Topic: **Beyond the Plantation**
Readings: Deagan and Landers, "Fort Mosé: Earliest Free African-American Town in the United States"

Thomas, Brian W. 1995. Source Criticism and the Interpretation of African-American Sites. *Southeastern Archaeology* 14(2):149-157.

Heath, Barbara J. and Amber Bennett. 2000. "The little Spots allow'd them": The Archaeological Study of African-American Yards. *Historical Archaeology* 34(2):38-55.
Assignment: Critical Response Paper 1

Week 07: Feb 22 - 26
Topic: **Race, Culture, & Ethnicity, Part I**
Readings: Babson, David W. 1990. The Archaeology of Racism and Ethnicity on Southern Plantations. *Historical Archaeology* 24(4):20-28.

Stine, Linda France. 1990. Social Inequality and Turn-of-the-Century Farmsteads: Issues of Class, Status, Ethnicity, and Race. *Historical Archaeology* 24(4):37-49.

Harrison, Faye V. 1999. Introduction: Expanding the Discourse on "Race." *American Anthropologist* 100(3):609-631.

Orser, Charles E. Jr. 1999. The Challenge of Race to American Historical Archaeology. *American Anthropologist* 100(3):661-668.

Week 08: Mar 1 - 5
Topic: **Race, Culture, & Ethnicity, Part II**
Readings: Epperson, Terrence W. 1999 The Contested Commons: Archaeologies of Race,

Repression, and Resistance in New York City. In *Historical Archaeologies of Capitalism*, edited by Mark P. Leone and Parker B. Potter, Jr., pp. 81-110. Plenum Press, New York.

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

Mullins, Paul. 2001. Racializing the Parlor: Race and Victorian Bric-Brac Consumption. In *Race and the Archaeology of Identity*, edited by Charles E. Orser, Jr., pp. 158-176. The University of Utah Press, Salt Lake City.

Assignment: Critical Response Paper 2

Week 09: Mar 8 - 12

Topic: **African Spirituality and African American Belief Systems, Part I**

Readings: Orser, Charles E. Jr. 1994. The Archaeology of African-American Slave Religion in the Antebellum South. *Cambridge Archaeological Journal* 4 (1):33-45.

Stine, Linda France, Melanie A. Cabak, and Mark D. Groover. 1996. Blue Beads as African-American Cultural Symbols. *Historical Archaeology* 30(3):49-75.

Leone, Mark P. and Gladys-Marie Fry. 2001. Spirit Management among Americans of African Descent. In *Race and the Archaeology of Identity*, edited by Charles E. Orser Jr., pp. 143-157. The University of Utah Press, Salt Lake City.

Assignment: Mid-Term Exam

Week 10: Mar 15 - 19

Topic: **African Spirituality and African American Belief Systems, Part II**

Readings: Young, Amy. 1997. Risk Management Strategies among African-American Slaves at Locust Grove Plantation. *International Journal of Historical Archaeology* 1(1):2-37.

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

Fennell, Christopher C. 2003. Group Identity, Individual Creativity, and Symbolic Generation in a Bakongo Diaspora. *International Journal of Historical Archaeology* 7(1):1-31.

Davidson, James M. 2004. Rituals Captured in Context and Time: Charm Use in North Dallas Freedman's Town (1869-1907), Dallas, Texas. *Historical Archaeology* 38(2):22-54.

Assignment: Critical Response Paper 3

Week 11: Mar 22 - 26

Topic: **Politics of Representing the African American Past**

Readings: Franklin, Maria. 1997. "Power to the People": Sociopolitics and the Archaeology of Black Americans. *Historical Archaeology* 31(3):36-50.

McDavid, Carol. 1997. Descendants, Decisions, and Power: The Public Interpretation of the Archaeology of the Levi Jordan Plantation. *Historical Archaeology* 31(3):114-131.

La Roche, Cheryl and Michael L. Blakey. 1997. Seizing Intellectual Power: The Dialogue at the New York African Burial Ground. *Historical Archaeology* 31(3):84-106.

Joseph, J. W. 2004. Resistance and Compliance: CRM and the Archaeology of the African Diaspora. *Historical Archaeology* 38(1):18-31.

Week 12: Mar 29 - Apr 2
Topic: **African American Mortuary Studies**
Readings: Bolton, H. Carrington. 1891. Decoration of Graves of Negroes in South Carolina. Journal of American *FolkLore* 4 (12):214.

Ingersoll, Ernest. 1892. Decoration of Negro Graves. *Journal of American Folk-Lore* 5 (16):68-69.

Garmon, James C. 1994. Viewing the Color Line through the Material Culture of Death. *Historical Archaeology* 28(3):74-93.

Armstrong, Douglas V. and Mark L. Fleishman. 2003. House-Yard Burials of Enslaved Laborers in Eighteenth-Century Jamaica. *International Journal of Historical Archaeology* 7(1): 33-65.

Blakey, Michael L. 2001. Bioarchaeology of the African Diaspora in the Americas: Its Origins and Scope. *Annual Review of Anthropology* 30:387-422.

Week 13: Apr 5 - 9
Topic: **Current Research: New Philadelphia**
Readings: Anna S. Agbe-Davies. 2010. An Engaged Archaeology for Our Mutual Benefit: The Case of New Philadelphia. *Historical Archaeology* 44(1):xx-xx.

Shackel, Paul A. 2010. Identity and Collective Action in a Multi-Racial Community. *Historical Archaeology* 44(1):xx-xx.

Fennell, Christopher C. 2010. Damaging Detours: Routes, Racism, and New Philadelphia. *Historical Archaeology* 44(1):25-48. (PDF)
Assignment: Critical Response Paper 4

Week 14: Apr 12 - 16 (No Class, Spring Break)
Topic: None

Week 15: Apr 19 - 23
Topic: **Current Research: Rosewood, Florida**
Readings: Streich, Gregory W. 2002. Is There a Right to Forget? Historical Injustices, Race, Memory and Identity. *New Political Science* 24(4):525-542.

González-Tennant, Edward. 2010. Community Centered Praxis in Conflict Archaeology: Creating an Archaeology of Redress with the 1923 Race Riot in Rosewood, Florida. *SAA Archaeological Record* 10(4):46-49.

González-Tennant, Edward. 2018. *The Rosewood Massacre: An Archaeology and History of Intersectional Violence*. Gainevsille: University Press of Florida. Select Chapters.

Week 16: Apr 26
Topic: **African American Archaeology in the Time of Black Lives Matter**
Readings: 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(4): 753–766.

Ike, Nkem, Gabriell Miller, and Gabby Omoni Hartemann. 2020. Anti-Racist Archaeology: Your Time Is Now. The SAA Archaeological Record 20(4): 12–16.
Assignments: Critical Response Paper 5, Final Exam

Important UCF Dates for Spring 2021

January 15, 2021 - Last Day to Drop and Request Full Refund
January 15, 2021 - Drop/Swap Deadline
January 15, 2021 - Add Deadline
March 26, 2021 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student Guidelines. for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or

without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity (Links to an external site.). For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services. (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html. (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted

publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.