

African Diaspora Archaeology (AAS 400-007/ANT351-003)

Fall 2021

Credit hours: 3

Tuesday & Thursday, 11:00am-12:15pm || Lafferty Hall Room 213

Instructor: Dr. Elena Sesma
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Office Hours:
Tuesdays, 3:30-4:30 or by appointment
Lafferty 216 (or via zoom)

COURSE DESCRIPTION

This course surveys the histories and experiences of the African Diaspora around the globe in the modern era through the lens of anthropological archaeology. We will start with an examination of historical archaeologies of Western Africa, prior to the Transatlantic slave trade. We will investigate the histories of slavery, emancipation, and the establishment of free Black communities throughout the Atlantic world and beyond through an archaeological perspective. This work will also intersect with other disciplines that work with the same or similar data sets to study the African Diaspora, including history, literature, biological anthropology, cultural anthropology. We discuss the major theories, methods, and topical debates in the archaeology of the African Diaspora, including an assessment of the field's development, by drawing on global case studies from the beginning of the trans-Atlantic slave trade to the present. This course will use archaeological data to understand processes of racialization, enslavement and resistance, emancipation, cultural transformation, households and community, religion, foodways, gender, heritage and collective memory.

STUDENT LEARNING OUTCOMES

By the end of the course, students should be able to:

- Identify and discuss the historical origins and development of African diaspora archaeology
- Identify and interpret the variety of data sources that archaeologists use to study the African diaspora
- Understand the process and experiences of the African diaspora through material culture evidence
- Articulate the contributions that archaeology has made to understandings of slavery, emancipation, race, and diaspora in the Atlantic world
- Discuss major themes and debates in the field, related to cultural transformation, resistance, gender, and racialization

Required materials

All required texts and assigned materials will be posted to Canvas or are available through the UK Libraries. We will read several sections from the following texts, should you like to secure your own copy by purchasing online (this is completely optional, and you are not required to purchase any texts for this course).

- Battle-Baptiste, Whitney. 2011. *Black Feminist Archaeology*. Walnut Creek: Left Coast Press.
- Deetz, Kelley Fanto. 2017. “Bound to the Fire: How Virginia’s Enslaved Cooks Helped Invent American Cuisine.”
- Ogundiran, Akinwumi and Toyin Falola, eds. 2007. *Archaeology of Atlantic Africa and the African Diaspora*. Bloomington: Indiana University Press.
- Wilkie, Laurie A. 2003. *The Archaeology of Mothering: An African-American Midwife’s Tale*. New York: Routledge Press.

COURSE DETAILS

Course activities and assignments

Your grade for this course comes from several different components, broken down by percentage below. Full details (including submission guidelines, formatting requirements, deadlines, and rubrics) will be available on Canvas throughout the semester.

Participation (10% of your final grade). Your participation grade will be assessed in several different ways: discussion, in-class activities, answering questions asked by the professor or your peers, raising your own questions or comments in class. Once a week, for either our Tuesday or Thursday class, you will be asked to submit a question or comment for discussion, based on our assigned readings that day. On occasion, you may be asked to fill out an ‘exit ticket’ at the end of class. These will give you a chance to address concepts you’re struggling with or answer questions in writing. Exit tickets will be graded only as a matter of complete or incomplete.

Short reflective responses (30% of your final grade). You will have three short reflections in the first half of the semester. These will be in response to a provided prompt or discussion question related to the week’s readings or our discussions up to that point. Written reflections should be no more than 500 words. Details for each assignment will be provided on Canvas and discussed in class.

Artifact analysis (20% of your final grade). Students will have the opportunity to work hands-on with an artifact assemblage. This assignment will include in-class exercises and analysis of the materials, and either a short written report or presentation to the class. Details to come on Canvas in October.

Foodways assignment (15% of your final grade). This assignment will ask you to analyze recipes from the perspective of a historical archaeologist, including questions about what recipes can tell us about the experiences of people who prepared them in the past, the social processes/relations, and materiality involved in food preparation and cultural food traditions. Details to come on Canvas.

Final paper (25% of your final grade). The final paper (10 pages, double-spaced) will ask you to reflect on the overall themes and questions covered throughout the semester. Full details of the final paper will be discussed in class and provided on Canvas.

Breakdown of final grade

Participation	10%
Short Responses	30%
Artifact analysis	20%
Foodways assignment	15%
Final Paper	25%

Grading scale

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

Midterm Grades

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](http://www.uky.edu/registrar/content/academic-calendar). (<http://www.uky.edu/registrar/content/academic-calendar>)

Attendance Policy

The university holds the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

Attendance **will not** directly count towards your final grade. However, absences from class may affect your ability to absorb the information from this course, and multiple unexcused absences may begin to affect your participation grade. Given the current COVID-19 pandemic, there is a possibility that students may fall ill, be asked to quarantine, or may face unexpected challenges that make attendance difficult or impossible. Under these circumstances, we all must be flexible and understanding towards each other. If you anticipate an absence (for religious holiday, for example), please let me know in advance. If you are ill and unable to attend class, please notify me (if you are able). **Good communication is going to be key in moving forward through this semester. I am happy to work with you to make up any missed material, either through online office hours discussions or some other creative alternative that suits our needs.**

ASSIGNMENT POLICIES

Assignment Submissions

You may be asked to submit assignments online (via Canvas) or turn in a physical copy during class meetings. The submission of assignments will be specified within the instructions for each assignment, discussed in class, and made clear on Canvas.

Late work and makeup opportunities

Late work (without a valid excuse) will receive an automatic deduction of 1 point per day, unless otherwise specified on each assignment prompt. If you miss an assignment and have a valid excuse (see excused absence policy below), you will have an opportunity to make up the assignment within one week.

ACADEMIC POLICIES

For full list and description, visit the [University Senate's Academic Policy webpage](https://www.uky.edu/universitysenate/acadpolicy). (<https://www.uky.edu/universitysenate/acadpolicy>)

Academic integrity (see Senate Rules 6.3).

Students shall not plagiarize, cheat, or falsify or misuse academic records.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [University Senate's Academic Offenses Rules](#) page (<https://www.uky.edu/universitysenate/ao>). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. All academic work, written or otherwise, submitted for this course is expected to be the result of your own thought, research, or self-expression. If you are ever unsure about citing other work, please consult me before submitting. Cheating and/or plagiarism may result in an automatic 0 for the assignment, and repeated problems will result in more severe repercussions.

Academic Offenses

See [Rules Regarding Academic Offenses](#). (<https://www.uky.edu/universitysenate/ao>)

- **Plagiarism** includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.
- **Cheating** includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

STUDENT RESOURCES

The University of Kentucky offers a variety of resources to its students, many of which are listed on the [University Senate's website](https://www.uky.edu/universitysenate/student-resources) (<https://www.uky.edu/universitysenate/student-resources>).

- UK Libraries provides access to the resources you will need for this class and many other classes you will take as a UK student. If the UK Library does not have the book, article, report, etc. that you need, you can request a copy from another library through Interlibrary loan (https://libraries.uky.edu/page.php?lweb_id=8). For a quick and easy way for you to get help at point of need and find a librarian who has expertise in your subject area, visit the "Ask Us" service. (<https://libraries.uky.edu/#uklibAskUs>) These services and many others are provided free to you as a student. Bookmark the UK Libraries homepage. (<http://libraries.uky.edu>)
- [Robert E. Hemenway Writing Center](#): The Writing Center offers free and friendly help to all UK students, faculty, and staff. They assist with writing, speaking, and multimedia

assignments across the curriculum, and can offer advice on academic, creative, and professional projects.

- Free Tutoring and Coaching Resources (<https://www.uky.edu/studentacademicsupport/free-tutoring-and-coaching-resources>)
- For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the [ITS Customer Services page](https://www.uky.edu/its/customer-support-student-it-enablement/customer-services). (<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)

DIVERSITY, EQUITY, AND INCLUSION

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

ACCOMMODATIONS DUE TO DISABILITY

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit their website (uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

CLASSROOM POLICIES

Classroom Behavior, Decorum, Civility

This instructor, department, college, and university respect the dignity of all individuals and we value differences among members of the academic community. We recognize the importance of discussion and scholarly debate in academic discovery and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. In our classroom, we will conduct ALL discussions with respect, civility and responsibility. **Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere and**

function of the class will be asked to leave or will be removed from the classroom. In this course, the display of racist or derogatory imagery, symbols, or words on masks, clothing, backpacks, or other visible objects will be considered a breach of the class policy on decorum and civility and will be treated accordingly. **THERE CAN BE NO DEVIATION** from this rule. Persistent problems will be reported to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum.

Use of laptops, tablets, cell phones

You are permitted to use mobile devices in the classroom for the purpose of note-taking, in-class activities and research, and for maintaining access to digital readings and other course materials. However, if your use of these technologies for any other purpose distracts or otherwise infringes on the ability of the professor or your classmates to stay engaged in the classroom, you may be asked to close/put away the device. Simply put, please stay off social media, news, online shopping, gaming, etc, sites and applications while in the classroom.

Masking and social distance policies

Beginning Monday Aug. 9, and until further notice, masks will be required inside of all University of Kentucky indoor spaces where people gather, which includes classrooms, hallways, conference rooms, lobbies, including both our academic and medical campuses, *regardless of an individual's vaccination status*. As such, masks are required in the classroom **at all times**. Please bring your own mask to class with you, or find a mask at one of several locations on campus and in the building. Failure to comply with campus mask policies may result in you being dismissed from the classroom and a report to the Office of Student Conduct. Any extreme failure to comply and refusal to leave, or aggressive reaction may result in the professor contacting UKPD.

Remote learning

In the last year we have all become very flexible when it comes to pivoting to remote learning in the classroom. This course is being taught in person. However, if you are asked to quarantine due to a positive COVID-19 test, exposure to a known case, or if you are feeling unwell and are not yet certain of the cause, ***please stay home***. You will be able to synchronously Zoom into class to protect yourself and others in these cases. **Do not come to class if you are sick.**

CLASS RECORDING NOTIFICATION

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

COURSE COPYRIGHT

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

TENTATIVE COURSE SCHEDULE (subject to change)

Week 1	8/24	Introduction to the course	
	8/26	Historical archaeology	Excerpts, Deetz, James. 1996. <i>In Small Things Forgotten: An Archaeology of Early American Life</i> . Rev. ed. Anchor Books.
Week 2	8/31	What is diaspora? Reflections on the African Diaspora.	Patterson, Tiffany Ruby, and Robin D.G. Kelley. 2000. “Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World.” <i>African Studies Review</i> 43 (1): 11–45.
	9/2	West African Historical Archaeologies	Gijanto, Liza A., and Rachel L. Horlings. 2012. “Connecting African Diaspora and West African Historical Archaeologies.” <i>Historical Archaeology</i> 46 (2): 134–53. Usman, Aribidesi. 2007. “Landscape and Society of Northern Yorubaland during the Era of the Atlantic Slave Trade.” In <i>Archaeology of Atlantic Africa and the African Diaspora</i> , edited by Akinwumi Ogundiran and Toyin Falola, 140–59. Bloomington: Indiana University Press.

Week 3	9/7	W Africa, slave trade origins	<p>Kelly, Kenneth G. 1997. "The Archaeology of African-European Interaction: Investigating the Social Roles of Trade, Traders, and the Use of Space in the Seventeenth- and Eighteenth-Century Hueda Kingdom, Republic of Bénin." <i>World Archaeology</i> 28 (3): 351–69.</p> <p>Richard, François G. 2013. "Thinking through "Vernacular Cosmopolitanisms": Historical Archaeology in Senegal and the Material Contours of the African Atlantic." <i>International Journal of Historical Archaeology</i>. Vol. 17.</p>
	9/9		<p>Ogundiran, Akinwumi. 2002. "Of Small Things Remembered: Beads, Cowries, and Cultural Translations of the Atlantic Experience in Yorubaland." <i>The International Journal of African Historical Studies</i> 35 (2/3): 427–57.</p> <p>Cook, Gregory D., Rachel Horlings, and Andrew Pietruszka. 2016. "Maritime Archaeology and the Early Atlantic Trade: Research at Elmina, Ghana." <i>International Journal of Nautical Archaeology</i> 45 (2): 370–87.</p>
Week 4	9/14	Maritime archaeology, slave ships	<p>Philip, M NourbeSe. 2008. <i>Zong!</i> Middletown, CT. 06459, UNITED STATES: Wesleyan University Press. http://ebookcentral.proquest.com/lib/kentucky-ebooks/detail.action?docID=805141.</p> <p>Webster, Jane. 2008. "Slave Ships and Maritime Archaeology: An Overview." <i>International Journal of Historical Archaeology</i> 12 (1): 6–19.</p>
	9/16	Early slavery in the mid and north Atlantic	<p>Excerpts, Cooper, Afua. 2007. <i>The Hanging of Angelique : The Untold Story of Canadian Slavery and the Burning of Old Montreal</i>. Athens: University of Georgia Press.</p> <p>Excerpts from Chan or Hayes, re: slavery in New England</p> <p>Cottreau-Robins, Catherine M.A. 2019. "Searching for the Enslaved in Nova Scotia's Loyalist Landscape." <i>Acadiensis: Journal of the History of the Atlantic Region</i> 43 (1): 125–36.</p> <p>Short response #1</p>

Week 5	9/21	Early slavery in the southeast	<p>Epperson, Terrence W. 2001. “‘A Separate House for the Christian Slaves, One for the Negro Slaves’: The Archaeology of Race and Identity in Late Seventeenth-Century Virginia.” <i>Race and the Archaeology of Identity</i>, 54–70.</p> <p>Additional reading TBD</p>
	9/23	Plantation archaeology in the Americas	<p>Andrews, Susan C., and James P. Fenton. 2001. “Archaeology and the Invisible Man: The Role of Slavery in the Production of Wealth and Social Class in the Bluegrass Region of Kentucky, 1820 to 1870.” <i>World Archaeology</i> 33 (1): 115–36.</p> <p>Souza, Marcos André Torres De. 2016. “Behind Closed Doors: Space, Experience, and Materiality in the Inner Areas of Brazilian Slave Houses.” <i>Journal of African Diaspora Archaeology and Heritage</i> 5 (2): 147–73.</p>
Week 6	9/28		<p>Potter, Parker B. 1991. “What Is the Use of Plantation Archaeology?” <i>Historical Archaeology</i> 25 (3): 94–107.</p> <p>Additional reading TBD</p>
	9/30	Spirituality	<p>Leone, Mark P., Jocelyn E. Knauf, and Amanda Tang. 2014. “Ritual Bundle in Colonial Annapolis.” <i>Materialities of Ritual in the Black Atlantic</i>, 198–215.</p> <p>Wilkie, Laurie A. 1995. “Magic and Empowerment on the Plantation: An Archaeological Consideration of African-American World View.” <i>Southeastern Archaeology</i> 14 (2): 136–48.</p> <p>Brown, Kenneth L. 2011. “BaKongo Cosmograms, Christian Crosses, or None of the Above.” In <i>The Materiality of Freedom: Archaeologies of Post-Emancipation Life</i>, edited by Jodi A. Barnes, 209–27. Columbia, SC: University of South Carolina Press.</p> <p>Short response #2</p>

Week 7	10/5	Diversity of Caribbean	<p>Odewale, Alicia, and Meredith D. Hardy. 2019. "Royal Enslaved Afro-Caribbeans in Christiansted: Exploring the Archaeology of Enslavement in a Caribbean City." In <i>Archaeology of Domestic Landscapes of the Enslaved in the Caribbean</i>, edited by James A. Delle and Elizabeth C. Clay, 188–216. Gainesville: University of Florida Press.</p> <p>Singleton, Theresa A. 2001. "Slavery and Spatial Dialectics on Cuban Coffee Plantations." <i>World Archaeology</i> 33 (1): 98–114.</p>
	10/7		<p>Harris, Khadene K. 2016. "Postemancipation Shifts: Land, Labor, and Freedom on the Bois Cotlette Estate, Dominica, after 1838." In <i>Archaeologies of Slavery and Freedom in the Caribbean: Exploring the Spaces in Between</i>, edited by Lynsey A. Bates, John M. Chenoweth, and James A. Delle. Gainesville: University Press of Florida.</p> <p>Additional reading TBD</p>
Week 8	10/12	Resistance, Maroon Archaeology	<p>Dunnivant, Justin P. 2021. "Have Confidence in the Sea: Maritime Maroons and Fugitive Geographies." <i>Antipode</i> 53 (3): 884–905.</p> <p>Marshall, Lydia Wilson. 2018. "Maroon Archaeology beyond the Americas: A View from Kenya." <i>Historical Archaeology</i> 52 (4): 717–40.</p> <p>Funari, Pedro P. "The Archaeological Study of the African Diaspora in Brazil," 355–71.</p>
	10/14	Domestic Spaces, households/communities, Plantations	<p>Heath, Barbara J., and Amber Bennett. 2000. "'The Little Spots Allow'd Them': The Archaeological Study of African-American Yards." <i>Historical Archaeology</i> 34 (2): 38–55.</p> <p>Battle-Baptiste, Whitney. 2010. "Sweepin' Spirits: Power and Transformation on the Plantation Landscape." In <i>Archaeology and Preservation of Gendered Landscapes</i>, edited by S. Baugher and S.M. Spencer-Wood, 81–94. Springer.</p>

Week 9	10/19		<p>Excerpts, hooks, bell. 2009. <i>Belonging: A Culture of Place</i>. New York: Routledge.</p> <p>Morris, Annelise. 2017. "Materialities of Homeplace." <i>Historical Archaeology</i> 51 (1): 28–42.</p> <p>Barnes, Jodi A. 2011. "An Archaeology of Community Life: Appalachia, 1865-1920." <i>International Journal of Historical Archaeology</i> 15: 669–706.</p>
	10/21	Free Black communities	<p>Shackel, Paul A. 2010. "Remembering New Philadelphia." <i>Historical Archaeology</i> 44 (1): 7–19.</p> <p>Landon, David B., and Teresa D. Bulger. 2013. "Constructing Community: Experiences of Identity, Economic Opportunity, and Institution Building at Boston's African Meeting House." <i>International Journal of Historical Archaeology</i> 17 (1): 119–42.</p> <p>Brandon, Jamie C. 2013. "Reversing the Narrative of Hillbilly History: A Case Study Using Archaeology at Van Winkle's Mill in the Arkansas Ozarks." <i>Historical Archaeology</i> 47 (3): 36–51.</p> <p>Short response #3</p>
Week 10	10/26	NO CLASS	
	10/28	Gender, Black Feminist Archaeology	<p>Croucher, Sarah K. 2007. "Clove Plantations on Nineteenth-Century Zanzibar: Possibilities for Gender Archaeology in Africa." <i>Journal of Social Archaeology</i> 7 (3): 302–24. https://doi.org/10.1177/1469605307081390.</p> <p>Intro & ch2: Battle-Baptiste, Whitney. 2011. <i>Black Feminist Archaeology</i>. Walnut Creek: Left Coast Press.</p> <p>Excerpts, Wilkie, Laurie A. 2003. <i>The Archaeology of Mothering: And African-American Midwife's Tale</i>. New York: Routledge Press.</p>

Week 11	11/2		<p>Lee, Nedra K. 2019. "Boarding: Black Women in Nantucket Generating Income and Building Community." <i>Transforming Anthropology</i> 27 (2): 91–104.</p> <p>Artifact Analysis Assignment</p>
	11/4	Race & Racism Post-emancipation	<p>Mullins, Paul R. 1999. "Race and the Genteel Consumer: Class and African-American Consumption, 1850-1930." <i>Historical Archaeology</i> 33: 22–38.</p> <p>Wilkie, Laurie A. 2019. "At Freedom's Borderland: The Black Regulars and Masculinity at Fort Davis, Texas." <i>Historical Archaeology</i> 53 (1): 126–37.</p>
Week 12	11/9	Bioarchaeology	<p>Franklin, Maria, and Samuel M. Wilson. 2020. "A Bioarchaeological Study of African American Health and Mortality in the Post-Emancipation U.S. South." <i>American Antiquity</i> 85 (4): 652–75.</p> <p>Price, T. Douglas, Vera Tiesler, and James H. Burton. 2006. "Early African Diaspora in Colonial Campeche, Mexico: Strontium Isotopic Evidence." <i>American Journal of Physical Anthropology</i> 130 (4): 485–90.</p>
	11/11	Foodways	<p>Pavão-Zuckerman, Barnet, Scott Oliver, Chance Copperstone, Matthew Reeves, and Marybeth Harte. 2020. "African American Culinary History and the Genesis of American Cuisine: Foodways and Slavery at Montpelier." <i>Journal of African Diaspora Archaeology and Heritage</i> 9 (2): 114–47.</p> <p>Excerpts: Deetz, Kelley Fanto. 2017. "Bound to the Fire: How Virginia's Enslaved Cooks Helped Invent American Cuisine."</p>
Week 13	11/16		<p>Edna Lewis cookbook excerpts</p> <p>Foodways assignment</p>

	11/18	Archaeology of Structural Racism	<p>Excerpts, González-Tennant, Edward. 2018. <i>The Rosewood Massacre: An Archaeology and History of Intersectional Violence</i>. Gainesville: University Press of Florida.</p> <p>Epperson, T W. 2004. “Critical Race Theory and the Archaeology of the African Diaspora.” <i>Historical Archaeology</i>, 101–8.</p> <p>Mullins, Paul R. 2006. “Racializing the Commonplace Landscape: An Archaeology of Urban Renewal along the Color Line.” <i>World Archaeology</i> 38 (1): 60–71.</p>
Week 14	11/23	Politics, Memory, Heritage	<p>Cain, Artwell. 2015. “Slavery and Memory in the Netherlands: Who Needs Commemoration?” <i>Journal of African Diaspora Archaeology and Heritage</i> 4 (3): 227–42.</p> <p>Franklin, Maria. 1997. “‘Power to the People’: Sociopolitics and the Archaeology of Black Americans.” <i>Historical Archaeology</i> 31 (3): 36–50.</p> <p>Osei-Tutu, Brempong. 2007. “Ghana’s ‘Slave Castles,’ Tourism, and the Social Memory of the Atlantic Slave Trade.” In <i>Archaeology of Atlantic Africa and the African Diaspora</i>, edited by Akinwumi Ogundiran and Toyin Falola, 185–95. Bloomington: Indiana University Press.</p>
	11/25	NO CLASS	THANKSGIVING
Week 15	11/30	Descendant communities, collaborative archaeology	<p>McDavid, Carol. 1997. “Descendants , Decisions , and Power : The Public Interpretation of the Archaeology of the Levi Jordan Plantation.” <i>Historical Archaeology</i> 31 (3): 114–31.</p> <p>LaRoche, C J, and M L Blakey. 1997. “Seizing Intellectual Power: The Dialogue at the New York African Burial Ground.” <i>Historical Archaeology</i> 31 (3): 84–106.</p> <p>Howard, Jerry J. 2019. “An Ethnographic Approach to African Diaspora Archaeology: The Bocas Way.” <i>Transforming Anthropology</i> 27 (2): 133–48.</p>

	12/2	Vindicationist, restorative and anti-racist archaeologies	<p>Mullins, P. 2008. "Excavating America's Metaphor: Race, Diaspora, and Vindicationist Archaeologies." <i>Historical Archaeology</i>.</p> <p>And replies from Armstrong, Bell, Brandon, and Dawdy.</p> <p>Flewellen, Ayana Omilade, Justin P. Dunnivant, Alicia Odewale, Alexandra Jones, Tsione Wolde-Michael, Zoë Crossland, and Maria Franklin. 2021. "The Future of Archaeology Is Antiracist: Archaeology in the Time of Black Lives Matter." <i>American Antiquity</i> 86 (2): 224–43.</p>
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