

UNIVERSITY OF MARY WASHINGTON  
DEPARTMENT OF HISTORIC PRESERVATION  
**HISP 471A: African Diaspora Archaeology**  
**Spring 2018**

12:30-1:45pm

TH

Combs #012

Instructor:	Dr. Lauren McMillan	Office hours:	Mon 11:00am - 12:00pm
Office:	Combs 128		Wed 11:00am – 1:00pm
Phone:	540-654-1314 (voice mail)		Tue 2:00 - 4:00pm
e-mail:	Lmcmi6lq@umw.edu		and by appointment

**Course Description:**

Participants in this course will examine the development of new societal institutions in the United States from the forced migration, enslavement, and labor of Africans to the New World, through the bondage of enslaved African Americans during the colonial, Federal, and antebellum periods, to post-emancipation, and into the modern era. This course will be taught through the lens of preservation oriented archaeology, in which we will examine how archaeology can and is used in the preservation, memorialization, and commemoration of African and African American historic sites in the United States and how archaeology is used in the interpretation of such sites. The roles of advocacy, descendant oriented research, and public participation will be emphasized in this course.

**Course objectives:**

- Students become familiar with the major themes associated with the archaeological study of the African Diaspora.
- Students will critically examine the interpretation of African American history by government agencies, museums, and other public oriented institutions.
- Students will have an understanding of archaeology's role in the preservation and interpretation of African American history and historic sites.

**Required Texts:**

There are two required books for this course:

- Catherine Fleming Bruce, *The Sustainers: Being, Building, and Doing Good Through Activism in the Sacred Space of Civil Rights, Human Rights, and Social Movements*
- Paul A. Shackel, *Memory in Black and White: Race, Commemoration, and the Post-Bellum Landscape*.
- Additional required readings will be made available on Canvas.
- Additional optional readings for each subject will also be made available on Canvas.

## **Instructor Policies**

**Honor Code:** All graded work is bound by the provisions of the Honor Code and must be pledged, signed, and dated. You can find out more about the Honor Code [here](#).

**Written Assignments:** In an effort to safeguard the environment, all written homework assignments (except where noted) are to be submitted using Microsoft Word. No other formats are accepted. Assignments are due by the beginning of class unless otherwise specified and are to be submitted via Canvas. *Late submissions will be marked down ten points per day.* Spelling, grammar, and punctuation errors will reduce the overall grade on assignments, so students are strongly encouraged to proofread carefully and not rely solely on computer spelling/grammar checkers! Students are also encouraged to take advantage of the [Writing Center](#)'s assistance prior to submitting assignments.

**Preparation & Participation:** Keeping up with readings and assignments, participating in class, and interacting with classmates/teammates in a respectful manner will enrich the learning experience for everyone. Participation will count toward a substantial portion of final grades in all courses, as noted in the grade distribution on the course-specific page.

**Attendance & Behavior:** Attendance is vital both for learning and for lively class discussion. Attendance for all in-class exercises and presentations is required; these cannot be made up at a later date. Students are expected to display civil and respectful behavior during class. Cell phones must be silenced in class sessions, and laptops may only be used if used in a non-disrupting manner (no instant messaging, games, or sound). Violators will be referred to the Office of Judicial Affairs.

**Missed Classes:** The small class size will make attendance critical for success in this class. Attendance will be recorded for each class. If you miss a class it is your responsibility to get the notes and other information you missed from a classmate. I do not give out copies of my notes.

**Tardiness:** Late arrivals or early departures are distracting and discourteous to your fellow students and me. Don't do it! Be polite!

**Email:** Email is the official means of communication between the university administration and students. Canvas and individual emails between the instructor and students are the primary means for communication outside of class for this course. Please read email and check Canvas for announcements daily. Students who are not reading their UMW email are missing critical

information. Those who prefer to use an existing AOL, Yahoo, MSN, GMAIL or other (non-umw.edu) account, are responsible for re-routing their UMW email to a preferred account.

### **Office of Disability Resources**

The [Office of Disability Resources](#) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs and bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have accommodation needs, (note taking assistance, extended time for tests, etc.), please contact them at (540) 654-1266.

### **Grading Scale**

Letter Grade	GPA	Percentile
<b>A</b>	4	93-100%
<b>A-</b>	3.7	90-92%
<b>B+</b>	3.3	87-89%
<b>B</b>	3	83-86%
<b>B-</b>	2.7	80-82%
<b>C+</b>	2.3	77-79%
<b>C</b>	2	73-76%
<b>C-</b>	1.7	70-72%
<b>D+</b>	1.3	67-69%
<b>D</b>	1	60-66%
<b>F</b>	0	<60%

A mid-semester report of unsatisfactory (U) will be reported if a student has a C- or below in the course at the time reports are submitted.

## **Course Requirements:**

This is a 400-level seminar style class. Participation and discussion comprise a large portion of the final grade in this class. To be successful, you should contribute by a) coming to class having completed readings and prepared to discuss them; b) sharing ideas and raising appropriate questions; c) be respectful to your classmates and their opinions, and d) being intellectually engaged. Failure to contribute to class discussions, to complete assignments, and to maintain an appropriate level of intellectual and personal respect for course participants will result in a lowering of your final grade.

Participation	10%
Readings Discussion	15%
Leading Discussion	20%
Chapter Summaries	10%
Museum Assessment	20%
Final paper	25%

## **Assignments:**

Readings Discussion	You are expected to complete all the assigned readings. You will be expected to participate and contribute to all discussions, even on the days in which you are not leading the discussion	Throughout the semester
Leading Discussion	Two times in the semester you will be expected to lead the class discussion about an assigned reading. You will be graded on the content of your questions and observations as they relate to both the assigned reading and other course materials.	TBD, see course schedule and assignment handout
Chapter Summaries	For the two assigned readings in which you lead the discussion, you will also produce a 1-2 page summary of the reading, to be turned in via Canvas. Printed copies will not be accepted. Additional information will be provided.	TBD, see course schedule and assignment handout
Museum Assessment	You will produce a 4-5 page critical assessment of two museums (or historic sites), focusing on how they interpret African American history. This assignment must be turned in via Canvas. Printed copies will not be accepted. Additional information will be provided.	March 20, by 12:30pm via Canvas
Final Paper	You will produce a 6-7 page critical assessment of the Slave Auction Block in downtown Fredericksburg. For this assignment, you will draw on the topics, themes, and examples discussed in class to decide whether the Slave Block should stay where it is (and how it should be interpreted) or if it should be moved. This assignment must be turned in via Canvas. Printed copies will not be accepted. Additional information will be provided.	May 1, by 2:30pm via Canvas

**Course Schedule (subject to change)**

<b><u>Week</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Reading</u></b>	<b><u>Assignments</u></b>
Week 1	Jan 16	Class Intro- What is the African Diaspora?		
	Jan 18	History and Themes of African Diaspora Archaeology.	Mullins 2008; Wilkie 2004	
Week 2	Jan 23	Trans-Atlantic Slave Trade- African Societies	<a href="#">Wonders of the African World: The Slave Kingdoms</a> (first 52 minutes of the video)	
	Jan 25	Trans-Atlantic Slave Trade- Middle Passage to the New World	Handler 2009; <a href="#">Traces of the Trade</a> documentary	
Week 3	Jan 30	Slavery in the Chesapeake- Defining "Race"	Heath and Breen 2011	
	Feb 1	<b>Class Cancelled</b>		
Week 4	Feb 6	Salem Baptist Church Old Site	Shackel Intro	
	Feb 8	Salem Baptist Church Old Site	Franklin 1997	
Week 5	Feb 13	What Should be Preserved?	Shackel Chapter 1	<b>Discussion</b>
	Feb 15	Social Memory		
Week 6	Feb 20	Social Memory, cont.	Shackel Chapter 3	<b>Discussion</b>
	Feb 22	US Colored Troops	Shackel Chapter 4	
Week 7	Feb 27	Historic Sites	Shackel Chapter 5	<b>Discussion</b>
	March 1	Slavery at Historic House Museums	Eichstedt and Small <a href="#">Ask a Slave Web Series</a>	<b>Pick 2 videos to discuss in class</b>
Week 8	March 6	<b>Spring Break</b>		
	March 8	<b>Spring Break</b>		
Week 9	March 13	Landscapes		
	March 15	<b>Class Cancelled</b>		

Week 10	March 20	Cemeteries		<b>Museum Assessment</b>
	March 22	Cemeteries	Mack and Blakey 2004	
Week 11	March 27	Shockoe Bottom	Deetz et al. 2015	
	March 29	Shockoe Bottom	Chapman 2016	
Week 12	April 3	The Underground Railroad	Bruce pp. 17-68	<b>Discussion</b>
	April 5	Downtown Walking Tour	<a href="#">The Slave Auction Block at William and Charles</a>	
Week 13	April 10	Free Black and Postbellum Communities	Bruce pp. 69-116	<b>Discussion</b>
	April 12	Fredericksburg Slave Block	<a href="#">The 'Slave Block' in a town in Virginia</a>	
			<a href="#">Why my Virginia town's 'slave block' should be removed from our sight</a>	
Week 14	April 17	20th century and the Civil Rights Movement	Bruce pp. 117-184	<b>Discussion</b>
	April 19	<b>Class Cancelled</b>		
Week 15	April 24	Sherwood Forest Plantation	McMillan nd.	
	April 26	Course wrap up and final discussion	Bruce pp. 185-208; Shackel Epilogue.	<b>Be prepared to discuss!</b>
Final	May 1	Final Paper Due		<b>Final Paper due by 2:30pm</b>