Archaeology and Racialization  
Anth. 562/AFRO 562  
Course Syllabus

Prof. Christopher Fennell  
Department of Anthropology  
296 Davenport Hall  
University of Illinois

Location: TBD  
Meeting times: TBD  
1 grad. Unit  
cfennell@uiuc.edu

Course Description and Objectives

In recent decades, an increasing emphasis on analyzing the social construction of racial and ethnic identities has encouraged studies of the ways in which material culture (such as pottery, foodways, clothing, ornament, landscapes, and architecture) were utilized to both create and obscure social differences. This seminar for anthropology graduate students will provide an in-depth study of theories and methods for archaeological analysis of processes of racialization in past societies. Subjects will include the interrelation of racializing ideologies with other cultural and social dimensions, such as class, ethnicity, gender, political and legal structures, and economic influences. We will also analyze the ways in which the disciplines of archaeology and anthropology, and their theories and methods, have been impacted over time by racializing ideologies operating within European, British, and American cultures.

This seminar will also address the related history of biological and genetic concepts of different races within the human species as part of the context of our study of racism operating within social processes. However, for an in-depth treatment of the history of physical anthropology’s analysis of the race concept, students should enroll in one of the several courses offered by our department’s faculty who specialize in biological anthropology.

By the conclusion of this course, each student should have acquired skills in the following areas: understanding the theoretical and methodological principles utilized in conducting archaeological studies of racializing processes operating in past societies and the interpretations of data produced in such projects; critical reading and assessment of particular archaeological studies of racism and the basic assumptions, theories, and methods utilized in those studies; an enhanced ability to communicate, in written and oral form, a research design and interpretive framework for an archaeological subject; enhanced skills in locating and utilizing sources for analyzing the processes of racialization, including those available through libraries, the internet, research groups, and professional organizations.

The course is organized around reading, class presentations, and critical discussions, and intended for graduate students with backgrounds in anthropology and archaeology. Responsibilities for class presentations and leading discussion of the readings will be rotated among pairs of class participants. There will be occasional
lectures to offer background on theoretical issues and particular methodological topics. The quality of your course experience will depend in large part on your willingness read thoughtfully and participate actively in class discussions. This course will provide you with the opportunity to hone your skills in articulating significant arguments presented within a particular range of archaeological studies. The course also provides a supportive environment in which to practice your skills at written exposition, classroom debate, and public presentations.

**Course Assignments and Grading Policy**

Your grade in this course will be based on your performance in completing the following assignments:

1. **Class Presentations (10 percent of course grade).** Each week, assigned pairs of seminar participants will be responsible for preparing a joint presentation on the week’s reading and leading class discussion. Presentations should not simply summarize reading assignments one by one, but rather highlight significant theoretical and methodological themes that emerge in the articles, the manner in which they relate to one another and to previous topics discussed in the course, and their implications for archaeological practice. For example, one should address questions such as: Do the authors’ positions agree? Do you find their arguments persuasive? How do they fit (or fail to fit) with other anthropological and archaeological ideas you find helpful or attractive? A key focus of your presentation should be the manner in which abstract theoretical models can actually be implemented in studying the archaeological record. If particular patterns in the archaeological record are discussed and explained in an assigned reading, can you think of other ways to account for them? Your presentations should also include a series of questions for discussion by other participants in the class.

2. **Class Discussion (10 percent of course grade).** Non-presenting participants should come to class prepared to discuss critically the week’s readings, along the same lines as if they were responsible for the week’s presentation. I also further reserve the right to lower the course grade (by an additional letter grade) of any student who fails to regularly attend class during the semester.

3. **Short Essay (20 percent of course grade).** In the sixth week of the course, participants will complete a 5-6 page introductory essay entitled “Archaeology and Racialization” and present a short oral synopsis (5-10 minutes) in class. In writing the essay, you should draw on the assigned reading, class presentations, discussion, and your own insights. This is a first opportunity for you to outline your vision of just how archaeological studies of racialization can provide a distinctive enterprise in the theoretical, methodological, and empirical realms. The short essay and the oral presentation based on it are due in class at the beginning of Week 6. After revision, this short paper will become the introductory section of a longer seminar paper (see below).

4. **Seminar Paper (50 percent of course grade).** During the last three weeks of the course, participants will complete drafts of their seminar paper, which should be 20-
25 pages in length. In the seminar paper, you will explore a particular aspect of archaeology and racialization that interests you. Your paper can have a theoretical, methodological, or substantive focus. This is your opportunity to explore in greater detail a subset of the theoretical and methodological ideas encompassed by an archaeology of racialization. A revised version of your short essay should serve as the conceptual foundation for this effort and as the introductory section of your seminar paper. The focus of the rest of the paper is up to you, but it needs to be cleared in advance with the instructor. An abstract or preliminary statement, with key bibliographic references, is due in class at the beginning of Week 9. The final seminar paper is due by 5:00pm on the first day of the final exam period as scheduled by the University.

5. Seminar Paper Presentation and Discussion (10 percent of course grade). During the last two weeks of the course, each participant will present in class a 15-minute synopsis of the seminar paper. This will be followed by 10-minute evaluation and comment by a designated discussant. Following a response by the author, the floor will be opened to general discussion. Drafts of the seminar paper will be distributed one week before this presentation to all class members, including the designated discussant.

When preparing these assignments, be careful that you do not plagiarize the works of another; that is, do not present the work or words of another author in a verbatim manner as your own. Consult the UIUC regulations for more information on the hazards of plagiarism, at http://www.uiuc.edu/admin_manual/code/. Assignments handed in late will lose 10% of the possible credit after the class in which they are due, and 10% more for each subsequent day late. No make-ups are provided for missed assignments in the absence of documented and legitimate medical or family emergencies.

Required Readings

Texts


Additional Resources

I have provided below, following the “Class Schedule” section of the syllabus, a bibliography of additional print sources and a list of internet resources related to subjects of race and racialization. These source lists should be helpful for class participants in choosing topics for their seminar papers and conducting research related to the course.

Class Schedule

Week 1. Course Introduction // The Race Concept in Physical Anthropology
Readings will include selections from the following:

Week 2. Conflicts in the Archaeology of Past Indigenous Populations
Readings will include selections from the following:
   Chapters 1-17, on scientific racism in America, the great American skull wars, the perilous idea of race, Folsom, Clovis, and debates concerning first Americans.

Week 3. Conflicts in the Archaeology of Past Indigenous Populations (cont’d)
Readings will include selections from the following:
   Chapters 18-24, on the non-vanishing Indian, political power gained by Native Americans, NAGPRA, tribal affiliations, and archaeology without alienation.

Week 4. Racism among Europeans: Empirical Examples and Potential Analogues
Readings will include selections from the following:
   Chapters 1-6, on Irish and British politics, “white Negroes and smoked Irish,” expropriating Irish labor, political deals and racial realignments, and transformations from a protestant ascendancy to a white republic.

Week 5. Archaeology of Racism among European Ethnicities
Readings will include selections from the following:
Chapters 1-4, on problematizing race, inventing race for archaeology, ethnicity over race, and the challenges of archaeological interpretation.


**Week 6. Archaeology and Racialization of the Irish**

Deadline: Introductory essay due.

Classroom presentations on subjects of introductory essay.

Readings will include selections from the following:


Chapters 5-7, on materiality in the practice of racialization, a case study from 19th century Ireland, and the intersections of race, practice and archaeology.

**Week 7. Considerations in Constructing Predictive Frameworks and Archaeological Practice: Samples of Cultural Anthropology Approaches**

Readings will include selections from the following:


**Week 8. Archaeology of Constructed Identities**

Readings will include selections from the following:


Week 9. Archaeology of Constructed Identities (cont’d)
Deadline: Seminar paper abstract with key bibliographic references due.
Readings will include selections from the following:

Week 10. Spring Break! Classes do not meet.

Week 11. Archaeological Analysis of Racism, Class, and Consumption
Readings will include selections from the following:
   Chapters 1-4, on racializing consumer culture, the politics of consumption, material and symbolic racism in consumer space.

Week 12. Archaeological Analysis of Racism, Class, and Consumption (cont’d)
Deadline: Draft versions of seminar papers scheduled for discussion in Week 13 are due in class at the beginning of Week 12.
Readings will include selections from the following:
   Chapters 5-8, on strategies in labor and market interactions, social aspirations reflected in consumption patterns, double-consciousness and consumer culture.

Week 13. Considering Critical Race Theories //
Beginning of Seminar Paper Presentations and Workshop
Deadline: Draft versions of seminar papers scheduled for discussion in Week 14 are due in class at the beginning of Week 13.

Readings will include selections from the following:

Week 14. Seminar Paper Presentations and Workshop
Deadline: Draft versions of seminar papers scheduled for discussion in Week 15 are due in class at the beginning of Week 14.

Week 15. Seminar Paper Presentations and Workshop
Deadline: Final seminar papers due by 5:00pm on the first day of the final exam period as scheduled by the University.

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Additional Sources
Related to Archaeology and Racialization

Set forth below are nonexhaustive lists of additional sources related to archaeological, anthropological, and historical studies of race, racism, and related concepts of ethnicity and social identities.

Archaeological Studies of Race Concepts and Racism


**Anthropological Studies of Race Concepts and Racism**


**Historical and Sociological Studies of Race Concepts and Racism**


**Studies of Ethnicity and Social Identity**


**Internet Resources**

African American Cultures and History:  
http://www.anthro.uiuc.edu/faculty/cfennell/bookmark3.html

American Anthropological Association’s Statement on Race:  
http://www.aaanet.org/stmts/racepp.htm

American Association of Physical Anthropologists’ Statement on Biological Aspects of Race:  
http://www.physanth.org/positions/race.html

Center on Democracy in a Multiracial Society:  
http://cdms.ds.uiuc.edu/

 Discrimination against Indigenous Peoples (N.C. Wesleyan College):  
http://faculty.ncwc.edu/toconnor/soc/355lect12.htm

History of Race in Science:  
http://www.racesci.org/

Line in the Sand (Indigenous Peoples’ Rights):  
http://www.hanksville.org/sand/

Links on Race and Racism in the Modern World (U. Alberta):  
http://www.arts.ualberta.ca/~pwilloug/anthro150.htm

Literature on Race, Ethnicity and Multiculturalism (U. San Diego):  
http://ethics.sandiego.edu/Applied/race/
Matters of Race (PBS):
http://www.pbs.org/mattersofrace/

Race: The Power of an Illusion (PBS):
http://www.pbs.org/race

Society for American Archaeology, Repatriation Issues:
http://www.saa.org/goverment/index.html

Who Owns the Past? (PBS):
http://www.pbs.org/wotp/

World Conference Against Racism: