

**ANT 205D-H1: Pirates, Ports, and Plantations-  
Historical Archaeology of the Caribbean  
Rollins College**

**Spring 2009 Syllabus  
January 12-May 4, 2009**

**Urgent:** Please make sure you understand the entire syllabus and contact me if you have questions. You are responsible for making sure that you obtain course materials, complete course assignments, and attend class. Make sure you stay on top of your work. Be efficient when reading the assigned texts and focus on the key issues of concern.

**Instructor:** Helen Blouet

**Location:** CSS 134

**Time:** 4-6:40pm, Mondays

**E-mail:** hblouet@rollins.edu

**Telephone:** 407-646-2670 (anthropology department phone)

**Office Hours:** Mondays, from 3-4, or by appointment

**Course Description:**

This course will investigate the colonial history of the Caribbean, using archaeological, historical, and anthropological evidence. We will examine 3 significant themes of Caribbean colonial history: pirate activity, trade, and plantation societies, including the institution of slavery. Pirate activity was common in the region and we will discuss how this shaped Caribbean history. We will also assess the accuracy of our modern day perceptions of pirates. Ports were important to pirate activity, but they also supported trade between Caribbean islands, North and South America, Europe, and Africa. We will discuss the history of trade between these locations, with a focus on alcohol production and consumption. We will also examine the development of plantation agriculture and what that meant for Caribbean economies and societies. In particular, we will discuss ways in which enslaved Africans survived under slavery by investigating how they retained and modified their African cultural beliefs, adopted and transformed practices and ideas held by their European captors, created new social and cultural networks, and challenged and resisted slavery.

Through readings, discussions, multi-media, and papers, the student will gain an understanding of the Caribbean, one that goes beyond ideas of modern day tourism. Course activities promote student participation. Discussions provide you with the opportunity to ask questions and to explore at a deeper level many of the concepts about which you will learn in assigned readings and films. It is also within these meetings that you will be participating in many activities that constitute a significant portion of your grade. Many students will find this course challenging as it covers a wide range of topics that they may have never had a chance to

explore in depth. Due to the challenging nature of the course, I expect that many students will have questions regarding the material on a variety of levels. Class time is an ideal arena in which to discuss these questions. Therefore, I ask that students be courteous and respectful of everyone's comments and questions in this setting.

**Main topics for Pirates, Ports, and Plantations:**

- The value of archaeology to the study of maritime trade and piracy, historical colonialism, and the African Diaspora in the Caribbean
  - ~What can archaeological studies contribute to understandings of the past?
  - ~What are limitations to historical archaeology in the Caribbean?
- Cultural change and continuity
  - ~Creolization and Cultural Transformation Studies
  - ~Africanism Studies
  - ~Theories of Daily Practice
  - ~What are the strengths and limitations of these approaches?
- Issues of Domination, Resistance, and Agency
- Transitions from Slavery to Freedom for Afro-Caribbean populations
- Intersections between Race, Class, Gender, Age, Politics, Economy, Religion
- Mortality, Death, and Commemoration

**Required Texts for the Course:**

**Skowronek, Russell and Charles Ewen. 2006. *X Marks the Spot: The Archaeology of Piracy*. University Press of Florida: Gainesville. ISBN: 081303079X**

**Smith, Frederick. 2008. *The Archaeology of Alcohol and Drinking*. University Press of Florida: Gainesville. ISBN: 0-8130-3290-3**

**Smith, Frederick. 2005. *Caribbean Rum: A Social and Economic History*. University Press of Florida: Gainesville. ISBN: 0-8130-2867-1**

**Brown, Vincent. 2008. *The Reaper's Garden: Death and Power in the World of Atlantic Slavery*. Harvard University Press: Cambridge. ISBN: 0674024222**

**Terrell, Michelle. 2005. *The Jewish Community of Early Colonial Nevis: A Historical Archaeological Study*. University Press of Florida: Gainesville. ISBN: 0813027861**

**Other Required texts and readings will be distributed via Blackboard or through E-Reserve throughout the semester.**

**Attendance:**

I will be taking note of your presence or absence at each class meeting throughout the semester starting with our second meeting. It is important that you show up on time for class. If tardiness becomes a problem it will affect your attendance score. In the majority of cases your absence will only be considered excused if you show me a signed doctor's or dean's note

explaining why you missed class. If you must miss class, please see me during my office hours either before your absence or within a day or so of your having missed class so that we can determine the status of the absence.

### **Participation in Class:**

The purpose of each week's meeting is to deepen your understanding of the material presented to you in discussions, readings, and films. In order for the class meeting to be the most productive for both you and your fellow students, everyone is expected to actively participate in all of the discussions. Participation means being prepared to discuss questions on lectures and the assigned readings, as well as participating in the in-class exercises. Your participation grade will depend on the frequency and quality of your involvement in these class meetings. Please feel free to contact me if you are having difficulty participating in the discussion for whatever reason.

### **Students with Special Needs:**

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or email: [gridgeway@rollins.edu](mailto:gridgeway@rollins.edu)

### **Student Athletes:**

If you are involved in athletics and anticipate missing class due to an athletic competition, please contact me in advance to ask about the assignments and activities you will miss.

### **Cell Phones / Pagers:**

Cell phones and pagers going off in class are a distraction to everyone during class time. This distraction will not be tolerated. Please turn off all cell phones and pagers prior to entering the classroom.

### **ACADEMIC HONESTY, DISHONESTY, and PLAGIARISM:**

Every student is expected to follow the honor code of Rollins College. The honor code states:

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**AS A RULE, ALL WORK SUBMITTED BY YOU IN THIS CLASS SHOULD NOT DEFY THE ACADEMIC HONOR CODE.**

**Plagiarism** is using another person’s words as your own and constitutes academic dishonesty or cheating (whether those words come from a journal article, web site, or letter); if somebody else wrote them first, you must not use them without explicitly attributing them to that person through proper citation. Quotation marks and page numbers are always needed when quoting an author directly (using his/her exact words). You must also cite information in your papers that you paraphrase from other sources. A works cited page with every paper is also needed. Guidelines for how to create in-text citations and works cited pages are found on the Olin Library homepage under ‘Quick Links’ (see ‘Citation Guides’). Once you have clicked on ‘Citation Guides,’ refer to the ‘Chicago-Style Citation Quick Guide’ for help. You will use this Chicago-style format for all papers that you turn in for the course. This is the system most often used by archaeologists and anthropologists. Pay close attention to the Chicago-style guidelines. You will probably make the most use out of citations styles for bibliographic entries (labeled ‘B’ in the guidelines) and in-text citations (labeled ‘T’ in the guidelines). Please ask me if you have any questions.

Plagiarism is a grave breach of the honor code and a serious form of theft. If you are caught in an act of plagiarism or any other form of cheating (such as giving or receiving unauthorized assistance), you will receive a zero for the assignment and you will be reported to the Academic Honor Council. If you are unsure about how to avoid cheating, please contact me. Papers that you submit for this class should be written by you for this class only and may not be or have been submitted elsewhere. INTELLECTUAL RIGHTS: You are legally bound to respect intellectual property rights and authorship of others, and it applies to authors and publishers in all media. This includes respect for the right to acknowledgement, right to privacy, and right to determine the form, manner and terms of publication and distribution. Respect for the work of others is even more critical in online environments! Therefore, avoid copying information from the internet.

If you have any questions about the syllabus, please do not hesitate to ask.

***This syllabus is subject to change. The instructor reserves the right to change, at any time, the course structure, due dates, and policies as needed. Fair warning will be provided to students during class and/or through e-mail.***

### **Assessment of Student Performance:**

Your final course grade depends on your overall performance in the class. Both your attendance in class and your active participation are graded, as well as reflection papers, research papers, and presentations. **During each class, you will have to complete a quiz on the assigned reading for that meeting.**

Final Paper: 35% (25%, paper and 10%, presentation)

Reflection Paper 1: 15%

Reflection Paper 2: 15%

Reflection Paper 3: 15%

Participation and Attendance: 20% (Includes but is not limited to your performance on in-class presentations, the comprehension of films and the completion of film study guides, participation in discussions, and class attendance)

**Late assignments will lose 5 points for each day they are late.**

**If you miss a class in which you are scheduled to complete in-class presentations or to watch a film, please see me to discuss how you will make up the assignments.**

**Final Paper:** This will be a well thought out and well constructed paper of 12-15 pages. Refer to the final paper handout for inspiration for the topic of your paper. **Plan accordingly since you will need to spend time throughout the semester looking for books, journal articles, and informants relevant to your topic.** Be sure to use the library and its staff when locating your print resources. I am also available. **On Monday March 16, students will turn in an outline of their papers and a list of sources, and they will discuss their paper topics in class.** Final projects are due on May 1 at 2pm, the start of the final exam meeting time. Along with the text of your paper, you are required to turn in a bibliography and it should follow the guidelines referred to on page 3 of this syllabus. On the day of the final exam, in lieu of a final test, the class will meet and all students will give 15 minute presentations of their research. Be creative in your papers and presentations. When presenting you are of course welcome to engage the audience.

### **SCHEDULE OF CLASSES:**

**Week 1:** *Introduction to Course*

Monday Jan. 12: Introduction to Course; Distribute and review syllabus, course schedule, and assignments.

**Week 2:** *Archaeology as a Sub-Discipline of Anthropology*

Monday Jan. 19: Happy Martin Luther King Day! (No class) (look ahead to next week to see what is due)

**Week 3:** *Historical Archaeology as a Sub-Discipline of Archaeology; The Many Faces of Caribbean History, Anthropology, and Archaeology*

Monday Jan. 26: For discussion: Read: **DeCorse Chps. 1 and 2; Deetz Chp. 1; Hall Chp. 1; Hall and Silliman Chp. 1; Cunliffe Chp. 17; Blouet Chp. 10; Wilson Chp. 1; Higman Chp. 1; Farnsworth Preface; Hicks Chp. 1** (All readings available through Blackboard.)

What is historical archaeology and why is it significant to the study of pirates, ports, and plantations?

**Week 4:** *Pirates and Archaeology*

Monday Feb. 2: For discussion: Read: **Preface, Chps. 1, 2, 4 and 5 in *X Marks the Spot: The Archaeology of Piracy*; Deagan- “Elliciting Contraband through Historical Archaeology”** (available through Blackboard)

In class: Pirate image activity; Reflection Paper 1 assignment handed out.

**Week 5:** *Pirates and Archaeology*

Monday Feb. 9: For discussion: Read **Flatman and Staniforth, “Historical Maritime Archaeology,” and Chps. 9 and 10 in *X Marks the Spot***

Movie: *Blackbeard*; **Reflection Paper 1 due**

**Week 6:** *Pirates and Archaeology; Archaeology of Rum and Alcohol*

Monday Feb. 16: For discussion: Read: **Chps. 13 and 14 in *X Marks the Spot*, and Chps. 1 and 2 in *The Archaeology of Alcohol and Drinking***

**Week 7:** *Historical Archaeology of Alcohol*

Monday Feb. 23: For discussion: Read: **Chps. 3, 4, and 5 in *The Archaeology of Alcohol and Drinking*, and chps. 4 and 5 in *Caribbean Rum: A Social and Economic History***

Reflection Paper 2 Assignment handed out; Alcohol internet exercise handed out

**Week 8:** *Historical Archaeology of Alcohol*

Monday March 2: For discussion: Read: **Chps. 6 and 7 in *The Archaeology of Alcohol and Drinking***

Alcohol internet projects presented by students; **Reflection Paper 2 due**

**Week 9:** March 7-15, Spring Break

**Week 10:** *The African Diaspora and African-Caribbean Experiences: Plurality as the Norm*

Monday March 16: **Final Paper Discussions**; African Diaspora internet exercise handed out

For discussion: Read: **Singleton “African Diaspora Archaeology in Dialogue”**; **Orser “Race and the Archaeology of Identity”** (All readings are available via Blackboard.)

**Week 11:** *The African Diaspora and African-Caribbean Experiences: Plurality as the Norm*

Monday March 23: For discussion: Read: **Pulsipher and Goodwin chps. 1 and 7**; **Heath chp. 8**; **Wilkie chp. 10** (All readings are available via Blackboard.)

African Diaspora internet projects presented by students

**Week 12:** *Death in the African Diaspora and the Caribbean*

Monday March 30: Video: *The St. John Revolt*

For discussion: Read: **Pearson chps. 1, 2, and 8** (All readings available via Blackboard.)  
Presentation of my research

**Week 13:** *Death in the African Diaspora and the Caribbean*

Monday April 6: For discussion: Read: **Jamieson, “Material Culture and Social Death,” and Courtaud, Delpuech, and Romon, “Archaeological Investigations at Colonial Cemeteries on Guadeloupe”** (All readings available via Blackboard.)

Video: *Slave Island*

**Week 14:** *Death in the African Diaspora and the Caribbean*

Monday April 13: For discussion: Read: **Prologue and chps. 1, 2, and 3 in *The Reaper’s Garden***

**Week 15:** *Death in the African Diaspora and the Caribbean*

Monday April 20: For discussion: Read: **Chp. 7 and Epilogue in *The Reaper’s Garden***; and **Terrell, chps. 1, 2, 5, 6, and 10**

Reflection Paper 3 Assignment handed out

**Week 16:** *Death in the African Diaspora and the Caribbean*

Monday April 27: Course conclusions and wrap-up; **Reflection Paper 3 due.**

**Week 17:**

Monday May 4: **Final Exam (In lieu of a final exam or test, we will meet as a class and students will give their final project presentations.)**