COURSE DESCRIPTION:

ANTH 317 Gullah Culture and Identity (3). Understanding the Gullah (Geechee) community is crucial to understanding ethnic identity construction in the United States, particularly in the South. This course examines the culture and identity of Gullah (Geechee) culture in the United States by exploring issues and concepts pertaining to African retentions, creolization, and hybridity. It specifically interrogates how historical developments, such as Slavery, rice farming, and isolation from mainland USA gave rise to the Gullah (Geechee) culture. We will also explore the connections between Africa (particularly West Africa), the Caribbean, and Gullah (Geechee) culture by exploring linguistic practices, foodways, folk rituals, gender, and spiritual beliefs. Ultimately, this course will enable students to engage in experiential learning by allowing them to use anthropological research methods and skills to conduct ethnographic research in the Gullah (Geechee) community (F,S,SU).

COURSE LEARNING OBJECTIVES:

1) Examine and chart the origins of the Gullah (Geechee) community.
2) Identify cultural and linguistic intersections between West African, Caribbean, and Gullah (Geechee).
3) Explore that ways that Gullah culture is similar and different from African American culture on the mainland.
4) Interrogate the influences of Gullah (Geechee) culture on the construction of Southern identities.

STUDENT LEARNING OUTCOMES
At the conclusion of the course students will be able to:

1) Discuss the ways that Slavery, malaria, isolation, and other historical factors gave rise to Gullah (Geechee) culture the United States.
2) Explain how emigration between Africa, the Caribbean, and southern United States resulted in the Africanisms exhibited in foodways, religion, and other cultural practices.
3) Articulate the impact of racism, colorism, and situational identities on the perceived fracture between “African American” and “Gullah (Geechee).”
4) Explain how Gullah (Geechee) foodways, folkways, and other cultural practices have shaped Southern culture over time.
5) Conduct an ethnographic project in the Gullah (Geechee) community that draws on your knowledge of the community and of anthropological theory and methods.

**Required Book/Materials**


- Additional articles are assigned and are available on Moodle under Course Content. Please bring a copy of the reading to class on the day it is assigned.

**ASSIGNMENTS & GRADING**

**Assigned Readings:**
All assigned reading should be completed by the date for which it appears. Students should come to class prepared and able to discuss that day’s assigned reading.

**Attendance (20%)**
Complete assigned readings and come to class prepared to discuss issues and concepts addressed in those readings. Here are some questions to consider when reading articles:
1) What is the main point (s) of the reading?
2) How is the reading relevant to the course topic?
3) How does the reading help you to better understand the role of food in society?

**Field Trip Write-Up (10%)**
Our class will take a guided tour to Sandy Island, where students will learn about the history and culture of that Gullah (Geechee) community. They will specifically experience the ways that cultural practices have persisted and or changed over time, and how members of the Gullah community negotiate individual and collective identities that are Gullah (Geechee), African American, American, or Other. After the field trip students will submit a three (3) page written response paper that reflects on their experiences on the island and critically addresses issues of identity, such as ethnicity, gender, race, and class.

**Reading Responses (20%)**
Reading responses are to be completed before class and uploaded to Moodle. Responses should be one page long (at least two paragraphs) and demonstrate that you have read and understood the material. **Responses should be submitted BEFORE the beginning of class on the day they are due.** The purpose of this assignment is to enable you to critically analyze the readings and to gain a more in-depth understanding of the role of food in society. Each response is worth ten (10) points.

**In order to gain the full ten (10) points, each reading response MUST contain the following:**
1. a brief summary of the main points of the article (4 points);
2. your own commentary, critique, question(s), or feedback (3 points);
3. at least one quote that you feel best captures the essence of the reading (3 points).

Research Project (20%)
During the course of the semester, each student will conduct an ethnographic research project on an aspect of Gullah (Geechee) culture, such as foodways, language, basket weaving, and folk rituals. The write-up for this project will be presented in a 10-15 page report (with fieldnotes attached). The goal of this project is for you to apply anthropological research methods you have learned in the classroom to solving practical problems. You should inform the instructor of your research topic. A detailed description of this project will be provided in class and placed on Moodle.

Two (2) Exams (20%)
There will two (2) exams, each worth 10% of your overall grade. These are in-class, closed-book exam that will include several types of questions, including multiple-choice, true-false, short-answer, and essay. It will cover the core issues and concepts addressed in previous chapters and discussed in class.

Final Research Presentation (10%)
This is an in-class, ten-minute PowerPoint presentation of your research findings, solutions, and applications. Your presentation must be organized, informative, and creative. Leave us wanting to know more about your research area or topic.

Grades in this course are determined by the following criteria:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Field Trip Write-up</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Research Project</td>
<td>20%</td>
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<tr>
<td>Exams (2 x 10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Presentation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale:

- A 90-100%
- B+ 88-89%
- B 80-87%
- C+ 78-79%
- C 70-77%
- D+ 68-69%
- D 60-67%
- F Below 60%

The following information will help you better understand the criteria for graded material:
A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

**COURSE POLICIES AND PROCEDURES**

**Instructional Method**
This is a lecture course.

**Due Dates & Deadlines**
Students are required to submit work on time in order to receive full credit for assignments. Deadlines for assignments are outlined in the course calendar at the end of the syllabus. **Note:** deadlines are subject to change. Do not wait until the last minute to begin assignments; computer problems will not be regarded as an appropriate excuse for incomplete or late assignments.

**Student behavior statement:** Students are expected to conduct themselves in a respectful manner at all times. Disruptive behavior, substance abuse, disparaging remarks and other behaviors that endanger or threaten the instructor or anyone in the class will NOT be tolerated. **CELL PHONE USE IS NOT ALLOWED IN THE CLASSROOM.** Disruptive students may be asked to leave the class. Continued disruptive behavior may result in disciplinary action by Coastal Carolina University, which includes dismissal from class and being dropped from the course and/or the College.

**LAPTOPS**
Laptop computers are allowed **ONLY** for note-taking purposes and for viewing relevant course materials during class discussion.

**Grades**
Grades will be maintained in Moodle’s online grade book. Students are responsible for tracking their progress by referring to the online grade book.

**Make-Up/Late Work Policy**
Submit assignments on the day they are due. I will deduct five (5) points from assignments submitted a day after the deadline. I will **NOT** accept assignments a week after the due date. If
a student has a SERIOUS, verifiable emergency that prevents him/her from submitting work on time, please contact the professor immediately. If you miss a test due to an emergency, you will need to contact me ASAP (e-mail preferred) to make arrangements for a make-up exam.

Moodle Support for Students
- Check the ITS website for Student Services [www.coastal.edu/scs](http://www.coastal.edu/scs)

Technology Requirements
Students who enroll in this course MUST possess Internet access and basic understanding of computer use, such as using e-mail, sending attachments via e-mail, and using word processing software such as Microsoft Word. Students are also expected to regularly check their Coastal Carolina University email and/or Moodle messages as indicated below. This is the PRIMARY method that the college will utilize to contact students.

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<tr>
<th>Technology</th>
<th>Expectations</th>
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<tr>
<td>Email</td>
<td>Check your email daily for course updates and/or messages from the professor. I will respond to your email within a 24-hour period, except on weekends and holidays when it may take a bit longer.</td>
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<tr>
<td>Moodle</td>
<td>The syllabus, PowerPoint slides, Assignments, and other pertinent course information will be posted on Moodle. Please check Moodle regularly for updates.</td>
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</table>
| Written Assignments | ❖ Your research paper must be typewritten and double-spaced, using Times New Roman 12 point font. Your paper should include a cover page, in-text citation, and a bibliography/reference list at the end of the paper.  
❖ The following citation styles are acceptable: Chicago Manual of Style, American Anthropological Association (AAA), Society for American Archaeology (SAA), and MLA. Acceptable academic resources include academic/peer reviewed journal articles, university press books, and electronic articles accessed through CCU’s library.  
❖ **NO WIKIPEDIA** articles or internet sources such as blogs. Please see me if you have questions concerning particular documents you obtained during research. |

ADDITIONAL SUPPORT

Technical Support from Student Computing Services
- Check the website for hours, locations and other services ([http://www.coastal.edu/scs](http://www.coastal.edu/scs)).
- Student Computing Services Main Help Desk: 843.349.2908
- Student Computing Services Tech Support Center: 843.349.2220
- A list of on-campus HelpDesks and the Help Request Form can be found at this link: ([http://www.coastal.edu/scs/index.html?type=helpdesk](http://www.coastal.edu/scs/index.html?type=helpdesk)).
Library Services:
○ Kimbel Library Website (http://www.coastal.edu/library)
○ Ask a Librarian (via Chat, Email or Phone):
○ http://www.coastal.edu/library/AAL/askalibrarian.html

Learning Assistance Center
○ Website: http://www.coastal.edu/lac
○ Phone number: 843.349.6536 for information about services

Student Disability Services
Coastal Carolina University is committed to providing equal access to academic programs and University administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans with Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact the Office of Accessibility and Disability Services located in Indigo House, (843) 349-2341. For further information please contact Student Disability Services: http://www.coastal.edu/disabilityservices/rights.html

Counseling Services
○ Website: http://www.coastal.edu/counseling
○ Phone number: 843.349.2305

ACADEMIC INTEGRITY POLICY

Remember to give credit where credit is due. Students who present another writer’s words as their own or who neglect to cite proper bibliographical information when referring to material published on-line, in reference books, or in a journal or book of any kind are subject to disciplinary action by the university. Additionally, any student caught cheating (in any form) will earn a score of zero (0) on the examination, paper, or project; and will also be subject to review and penalties outlined in the CCU code of conduct.

To familiarize yourselves with proper citation procedures, please visit CCU’s writing center and/or online resources such as (http://owl.english.purdue.edu/owl/). Please see the following link for more information about the university’s academic integrity policy.
http://www.coastal.edu/judicialaffairs/codeofconduct.pdf

ATTENDANCE AND PUNCTUALITY

Attendance and punctuality are crucial to your overall participation grade. I take attendance every class. You will be awarded two (2) points for each class session, so you will have the
opportunity to earn up to 64 points. Thus, if you come to every class, you can earn up to 4 points of extra credit. If you come to class more than fifteen (15) minutes late you will only earn one (1) point for that class. However, if you are more than half an hour late you will be marked absent. **If you have eight (8) or more unexcused absences you will fail the course.** If you have to miss class to observe a religious holiday, please provide me with written notification at least two weeks in advance. If you have to miss class for medical reasons, please bring me a doctor’s note. CCU athletes who have to miss class to attend sporting events should also provide official documentation at the beginning of the semester and whenever necessary. You are allowed one unexcused absence, but I will deduct 4 points from your final grade for each absence thereafter.

**Note:** According to Coastal Carolina University, students MUST attend at least 75% of classes to receive a passing grade. If you do fall below this standard you will earn a grade of “F” in the course.

Be punctual and prepared. Submit assignments on the day they are due. I will deduct three points from assignments submitted a day after the deadline. If assignments are submitted I will NOT accept assignments a week after the due date.

**COURSE CALENDAR: TOPICS, ASSIGNED READINGS, & ACTIVITIES**  
*Important:* Readings, class topics, and projects may be subject to minor changes. These changes will be announced on Moodle and in class. Please check Moodle each week for announcements and updates. **Readings must be done BEFORE the class on the day they are assigned**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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</table>
| **UNIT I: WHO ARE THE GULLAH?**  
[History and Development of Gullah Community] | | | | |
| **Week 1** | | Atlantic Slave Trade | *Down by the Riverside,*  
Chapter 2 “All Dem Rice Field,” pp. 41-89. | Reading Response #1 |
| **Week 2** | | Rice farming; Isolation and Autonomy | *Gullah Culture in America,*  
“The Illusion of Isolation,” Matory, 2008 [see Moodle]. | Reading Response #2 |
| **UNIT II: LANGUAGE**  
[African retentions, Creolization, Hybridity] | | | | |
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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**UNIT III: FOOD**
[African retentions, Creolization, Hybridity]

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>6</td>
<td>Food preparation, consumption, cuisines</td>
<td>Gullah Culture in America, Chapter 9 “Feasting the Stomach,” pp. 197-212.</td>
<td>Reading Response #6</td>
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**UNIT IV: RELIGION & FOLK BELIEFS**
[African retentions, Creolization, Hybridity]

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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<tr>
<td>7</td>
<td>Animism, Shamanism (Root doctor and local beliefs); Islam</td>
<td>“African Medicine and Magic in the Americas,” Voeks, 1993 [see Moodle]. Gullah Culture in America, Chapter 6 “Healing and Folk Medicine,” pp. 117-140.</td>
<td>Reading Response #7</td>
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<td>Christianity, local beliefs, Syncretism</td>
<td>Down by the Riverside, Chapter 5 “Come by Here, Lord,” pp. 141-171.</td>
<td>Reading Response #8</td>
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<td>Week 8</td>
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<td>EXAM #1</td>
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**UNIT V: LIFE CYCLE RITUALS**  
[African retentions, Creolization, Hybridity]

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<th>Week 9</th>
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<tr>
<td>Birth, Puberty, &amp; Marriage</td>
<td><em>Gullah Culture in America, Chapter 5</em> “Hallelujah!” pp. 97-116.</td>
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<tr>
<th>Reading Response #9</th>
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**UNIT VI: ARTS: MUSIC, DANCE, & CRAFTS**  
[Creating Something from Nothing]

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<tr>
<th>Week 10</th>
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<th>Reading Response #10</th>
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**FIELDTRIP TO SANDY ISLAND**

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<th>Week 13</th>
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<tr>
<td>Experiencing Culture</td>
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**FIELDTRIP TO SANDY ISLAND**

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<th>RESEARCH PRESENTATIONS</th>
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<td>Week 14</td>
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**Submit fieldtrip write-up**
<table>
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<tr>
<th>Week 15</th>
<th><em>Gullah Culture in America, Chapter 12 “Roots,” pp. 252-266.</em></th>
<th>Course wrap-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16</td>
<td>EXAM #2 [FINAL EXAM]</td>
<td>EXAM #2; RESEARCH REPORT DUE!</td>
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