

Archaeology 395 Winter 2012 African Archaeology

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Lectures: Tuesday/Thursday 11:00-12:15

Office Hours: Wednesday 11-12am or by appointment

Course Outline:

The course examines the archaeology of Africa from the earliest times to the ethnographic present. Emphasis is placed on the last 10,000 years especially the development and spread of food production, iron metallurgy and trade. These economic developments are implicated in the emergence of complex societies in the region. Archaeological evidence for the origins and development of a sample of state societies will be presented.

Required texts:

Stahl, Ann Brower

2005 *African Archaeology*. Blackwell, Oxford.

The texts provide background material for the lectures. Recommended journal articles are provided in a separate handout. Material should be read before coming to class. Students are responsible for attending class, taking notes in class, readings, and films. Notes will not be provided on blackboard. An essential skill in social sciences is note taking. Summaries will be provided on blackboard as study guides prior to exams.

Course Outline (Note: film changes occur without notice)

Week 1: September 11, 13 Introduction to African archaeology

Sources of the past, physical, ecological and political geography; distribution of language groups, history of archaeology in Africa

Stahl chapters 1, 2 (recommended: chapter 14)

Week 2: September 18, 20 Early Stone Age (ESA) and the beginning of human culture

Map Quiz at beginning of Tuesday class (10% of final grade)

Film: Life and Times of Sara Baartman

Stahl chapter 3

Week 3: September 25, 27 Middle Stone Age (MSA)

Debates over the emergence of modern human behaviour; discussion of term paper

Stahl chapters 4,5

Weeks 4: October 2, 4 Later Stone Age (LSA)

Green Sahara, Rock art
Film: Sahara before the desert
Stahl chapter 6

Week 5: October 9, 11 LSA continued
Stahl chapter 7
Exam 1: Thursday class (25% of final grade)

Week 6: October 16, 18 Origins of Food Production
Early Pastoralism
Stahl chapter 8

Week 7: October 23, 25 Origins of Domestication continued
Plant Domestication
Stahl chapters 9,10

Week 8: October 30, November 1 Iron Age
Evidence and controversies regarding the origins of African iron working
Film: Dokwaza
Stahl chapter 11
Term papers due Thursday class (30% of final grade)

Week 9: November 6, 8 Iron Age
Bantu expansion
Stahl chapter 12

Week 10: November 15 Iron Age continued
Tuesday November 13 no classes
Iron Age and emerging complexity

Week 11: November 20, 22
Exam 2 Tuesday class (25% of final grade)
Film: Great Zimbabwe
Stahl chapter 13,15

Weeks 12: November 27, 29
Complex Polities: a brief survey
Stahl chapter 18

Week 13: December 4, 6
Slave trade: Historic Archaeology in West Africa
Final quiz Thursday class (10% of final grade)

Course Evaluation

Map quiz	10%
Exam 1	25%
Exam 2	25%
Quiz 3	10%
Term Paper	30%

Students must complete all components of the course in order to receive a final grade. However, students do not require a passing grade in any particular component of the course in order to pass the course as a whole.

Grading Scheme

A+	96-100%
A	91-95
A-	86-90
B+	81-85
B	76-80
B-	71-75
C+	66-70
C	61-65
C-	56-60
D+	53-55
D	51-52
F	50 and below

Late papers will be penalized by 5 points per day for a maximum of 3 days. After 3 days late papers will not be accepted without a medical certificate.

Students who are ill and miss an exam must notify the instructor on the day of the exam in order to arrange a makeup. [A medical note must be submitted prior to writing the makeup exam.](#) Makeup exams will be conducted within one week of the missed exam.

Journals in library

Azania
African Archaeological Review
Journal of African Archaeology (department library only)
Nyame Akuma
Journal of African History
Antiquity
West African Journal of Archaeology

See Also

Journal of World Prehistory
World Archaeology
Man
Journal of Anthropological Archaeology

Current Anthropology
American Anthropology
Journal of Archaeological Method and Theory

LIBRARY RESEARCH PAPER

30% of final grade

10 - 12 typewritten pages -- use a 10 or 12 point font size and normal page margins of 1.5" at the top of the page, 1" at the bottom and side margins of 1.5" on the left and approximately .5" on the right margin.

NOTE: The following information is not just a guideline. Your paper grade is based on the following categories: the selection of an appropriate topic, the analytical approach applied to the topic, the logical presentation of information and conclusions, proper source referencing, and the consistent use of an appropriate style guide.

TOPIC

Students must select a topic that is appropriate to the course. Students must submit a brief outline of their term paper **by week 4** for approval by the instructor. Resources are thin for some topics, so please share resources with others working on the same topic.

STYLE

An important part of research is presenting information in a written format. You must use the American Antiquity Style Guide for this paper. This will be discussed in class.

The guide is available on the following website:

<http://www.saa.org/Publications/StyleGuide/styFrame.html>

REFERENCES

Scholarly writing requires crediting your sources. You must reference all quotes as well as any information, facts, ideas, figures, conclusions that you draw upon from other sources. Specify page number(s) for quotes and specific information; general concepts will require author and date only. There is no excuse for inadequate referencing. Failure to do so is plagiarism and will result in an F grade.

Footnote references are no longer in general use in the social sciences. The preferred form is shown in the following examples:

Smith (2005:13) states that "Virtually every African pastoralist society has a detailed classification system that makes for ease of identity of individual animals, communication with peers, and knowledge of the herd's status."

Recent archaeological study in West Africa has revised interpretations of trade in this region (Insoll and Shaw 1997).

Schmidt et al. (2008) have written the first detailed analysis of Eritrean archaeology.

REFERENCES CITED

The references cited section shows the depth of your library research. A minimum of 8-10 substantial sources is required for your term paper. All sources cited in the text must be listed in the References Cited section at the end of the paper.

References which you have read but have not cited in the text should not be listed in the References Cited section. Sources must be pertinent to the paper topic, be of a scientific nature and be as up-to-date as possible. All sources must be listed using the format provided in the style guide. Examples of that format are provided below. Authors are listed alphabetically and each author's articles are listed chronologically. If two sources by the same author have the same publication year, use 'a' and 'b' (e.g. Lyons 2007a). **Do not use lecture notes, dictionaries, encyclopaedias or general textbooks as references as these are not primary sources (an exception is the Stahl book).** **Internet sources are not always reliable. See the instructor before using a website as a source. You cannot use more than 2 approved websites for this assignment.**

Insoll, Timothy and Thurstan Shaw

1997 Gao and Igbo-Ukwu: beads, interregional trade, and beyond. *African Archaeological Review* 14(1):9-23.

Schmidt, Peter R., Matthew C. Curtis and Zelalem Teka (editors)

2008 *The Archaeology of Ancient Eritrea*. The Red Sea Press, Asmara, Eritrea.

Smith, Andrew B.

2005 *African Herders*. AltaMira Press, Walnut Creek, CA.

PAPER OUTLINE GUIDE

A good scientific paper is one which is well-organized. This requires a clear statement of what the paper is to address, a concise presentation of the data pertinent to the topic, and a thorough summary and discussion by the student. The following provides you with a 3 step approach to organizing and writing a term paper. The grade will be evaluated on the basis of the paper's organization and clarity, the consistent use of a social science style guide, the appropriateness of the topic for the course, the selection of source material, and the student's assessment of the data presented.

Paper Value: 30% of final grade (or 30 points in the following grade breakdown)

1. Statement of paper thesis (2 points)

The first few paragraphs should make a clear statement of what the paper is to address. This might take the form of a pro and con argument that involves contrasting different interpretations of two or more archaeologists on a particular topic. If you do not have a pro or con argument you might pose a question or questions around the interpretation of an event in the past or the advantages of different types of techniques for recovering archaeological information. The pro/con arguments or the question posed provides a framework for the data presented and the conclusions that are drawn. This statement should be approximately half to one page in length.

2. Present the data (20 points)

In the second part of the paper present the information drawn from the literature. Make sure to cite all sources where appropriate. Do not rely too heavily on a single source. Use the most recent material that is available on a topic.

This section is descriptive. Be concise. Make a clear summary of the ideas presented by the sources. Avoid the use of long quotations and if possible avoid using quotations entirely. Present information in your own words. This clearly shows how well you understood the literature. Use the following test. If you have read an article and cannot summarize the basic points from that source when you have finished, read it again.

The presentation of the data will take up the bulk of the paper (approximately 7 or 8 pages). Students should refer to at least 8-10 major sources for your research (do not use lecture notes, encyclopaedias, dictionaries, or popular magazines).

3. Discussion and conclusion (5 points)

In this section, present a short summary of the data in a single paragraph. This section should be dedicated to presenting an interpretation of the issues presented. If you have presented a pro and con argument, then which argument is the most logical and why? Perhaps none of the opinions presented in the anthropological literature convince you. State why. Your interpretation should be more developed than a yes or no answer. This section of the paper should be 1 or 2 (or more) full pages.

NB: Style guide (3 points)

ADDITIONAL CONTENT

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students.

Please refer to the following web link for detailed information:

<http://www.ucalgary.ca/drc/node/71>

Disability Resource Centre Accommodations

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at (403)220-8237.

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Plagiarism

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

(a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

(b) Parts of the work are taken from another source without reference to the original author,

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone,

and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suypaca@ucalgary.ca

Student Union Faculty Representative

Phone: (403) 220-3913

Email: socilscirep@su.ucalgary.ca

Student Ombudsman's Office

<http://www.su.ucalgary.ca/services/student-services/students-rights.html>

Students Union Representatives for the Faculty of Arts

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca