

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY  
FINAL COURSE OUTLINE: FALL 2020  
ARKY 399  
GFC HOURS (3-0)**

**ETHNOHISTORY OF AFRICA**

**Instructor: Dr. Diane Lyons**

**Office: ES 854**

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**Email: [dlyons@ucalgary.ca](mailto:dlyons@ucalgary.ca)**

**Lectures: Tuesday/Thursday 11-12:15 Web based course (synchronous)**

**Office Hours:**

The best way to contact me in the fall 2020 semester is by email. I am usually available Monday-Friday online from 8:30 am to 5pm (Calgary time). I will answer your questions sometimes immediately or within a few hours depending on when the email is received and if I am actively involved in other work or teaching.

**Label your email subject line: ARKY 399** so that I will recognize course-based emails for priority. I can also be reached by email in the evenings (up to 7 pm Calgary time) and on weekends but response times will be sporadic.

**I will not be holding regular office hours, but if you need to talk to me directly rather than by email I will set up a zoom session with you. I will not be meeting with students in person on campus.**

**Course Description (not as in calendar...this is more detailed!)**

This course explores the methods and approaches used by archaeologists to document the ethnohistory of African peoples. Examples are drawn primarily, but not exclusively, from Saharan and sub-Saharan Africa. Emphasis will be placed on the use of material culture, genetics, oral history, linguistic histories, and written documents including those produced by African people and by Islamic, Asian and European travelers to Africa in the past.

<b>Course Learning Outcomes</b>	<b>PLO(s)*</b>	<b>Level(s)**</b>
Demonstrate an understanding of some of the methods archaeologists and ethnoarchaeologists use to document African people's histories	DK 1,2, 3 A1,2,3, SC1,2	1,2
Explain how colonialism impacted African people's history and global perspectives of African accomplishments (why people's history matters)	A2,3 SC1,2 E9,10	1,2
Be able to discuss contemporary research of African ethnohistory that break down colonial imaginaries	E10, A1,2,3 SC1,2	1,2

Describe aspects of the ethnohistory of certain African societies and regions over the past 500 years based on ethnohistorical research	<b>DK1,3</b> <b>A2,3</b>	<b>1,2</b>
Be able to conduct individual research and develop written and oral skills in a paper and/or in an oral presentation and discussions of peer research in lightning sessions	<b>CM 7,8</b>	<b>1,2</b>

\**PLOs = Program Learning Outcomes:* **Disciplinary Knowledge (DK) 1.** Demonstrate an understanding of the basic concepts, history, terminology, methods, theoretical perspectives, issues, and contemporary concerns in their respective field. 2. Show familiarity with how their field relates to other academic disciplines. 3. Think critically about how the knowledge and skills acquired in their program can be applied to major issues in contemporary society and the student's own life 4. Continue to engage in the disciplinary community. **Communication (CM) 7.** Write a clear, well-organized, research paper that is informed by a critical evaluation of academic literature in the field and/or based on original research. 8. Present and discuss ideas and information in a format appropriate for a specific audience. **Ethics (E) 9.** Demonstrate an understanding of, and commitment to, ethical conduct within the field, 10. To think holistically, empirically, comparatively, and with cultural sensitivity. **Archaeology (A) 1.** Demonstrate knowledge of the archaeological record of several world regions. 2. Use appropriate analytical methods to understand past human cultures. 3. Develop cross-cultural sensitivity with regard to the management of, and research into, material remains and cultural heritage. **Socio-Cultural anthropology (SC) 1.** Understand how colonization has impacted Indigenous peoples in Canada and around the world. 2. Value the diversity as well as the commonalities of human cultures. \**Levels: 1 = Introductory, 2 = Intermediate, and 3 = Advanced.*

**Prerequisite:** None

**Learning Resources:**

There is no textbook for the course. However, students are responsible for reading assignments and one TED talk listed in the weekly course schedule (Note: there are weeks without assigned material). All of these materials are available electronically on the University of Calgary library or TED talks on the internet. You will be provided with detailed instructions on how to get to these resources in class.

**Learning Technologies and Requirements**

In order to successfully engage in this course, you are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable internet connection

**During the lecture please mute your speaker and do not use electronic backgrounds for your image as these take up a lot of band width.**

### Assessment schedule

Map quiz	Thursday, September 24	10% of final grade
Exam 1:	Tuesday October 6	25% of final grade
Exam 2:	Thursday November 19	25% of final grade
Final quiz:	Tuesday December 8	15% of final grade
Paper topic approval	Thursday October 1	no grade but compulsory
All papers due	Thursday October 29	
Lightning sessions	October 29/November 3	20% of final grade
Participation grade in Lightning Sessions		5% of final grade

**Paper topic approval and papers are submitted on d2l dropbox. Assessments will be returned on d2l. This will be discussed in class.**

**There is no final exam for this course.**

### Paper Assignments: Options 1 and 2

**There are 2 options for this assignment.**

Paper topics and half of the required sources for the paper must be submitted for approval by the instructor no later than October 1. Submit your material in a word file into the d2l dropbox. Papers for both options are due on Thursday October 29 before the start of the class and are to be submitted in d2l dropbox. The instructor will draw names randomly for presentations so everyone who is doing OPTION 1 must be ready to present on October 29.

#### **Option 1.**

**Paper with presentation:** A shorter paper of 7-8 page double-spaced 12pt font normal margins followed by a bibliography (minimum 8 approved paper sources) (15%).

**With a Lightning session presentation:** You have exactly 2 minutes to tell us what you researched, what was interesting, surprising or fabulous about this topic! Presentations are followed by 3 minutes of questions about your topic. (5%)

OR

#### **Option 2**

**Paper without presentation:** 10-12 pages double-spaced 12pt font normal margins followed by bibliography (minimum 10 approved paper sources) (20%)

### **BUT BOTH ASSIGNMENT OPTIONS REQUIRE THIS:**

All students must participate by asking the presenter questions on their lightning presentation. 5% of the assignment grade is based on participation, e.g., you must ask at least one question per presentation class (but not for each presentation) regardless of which assignment option you have chosen.

I will make sure that no one monopolizes the question times. If you are in a time zone that makes attendance in the synchronous lecture impossible then email your questions to me before the next class after watching the lecture on d2l and formulating questions that have not already been answered. I will have the presenters answer these questions in the next lecture as time allows.

Presenters must present in the class times allocated.

**Mark Distributions are determined as follows:**

**Grading Scheme**

95.0-100	A+	67.0-70.9	C+
90.0-94.9	A	63.0-66.9	C
85.0-89.9	A-	59.0-62.9	C-
80.0-84.9	B+	55.0-58.9	D+
75.0-79.9	B	50.0-54.9	D
71.0-74.9	B-	below 50.0	F

Students do not need to pass every course component in order to pass the course, however, students must complete all elements of the course in a diligent manner in order to complete the course.

**Students are responsible for their own note taking.** Zoom sessions are live in the scheduled time. Sessions will be posted on D2L but these cannot be downloaded or video recorded with other devices. Please respect the instructor's intellectual property. Zoom recordings are normally available for 1 week after the lecture is given in class. However, the first 2 weeks of lectures will be available for 3 weeks to allow for those who join the course late. **PowerPoint presentations and notes will not be provided.**

Please note that exams and quizzes on d2l can fail if you try to do them on your cell phone. To avoid unnecessary technical problems, exams and quizzes must be done on a computer. **You must be able to view the lectures either when presented live in scheduled class time or as posted on d2l, and to participate in the oral presentations and discussions.**

Exams and the final quiz will be formatted in short answer and short essay questions. Exams are intended to be taken during the set class time (75 minutes). However, students will receive 50% extra time for technical difficulties (as directed by the Provost) or 112.5 minutes in total to complete Exams 1 and 2. The map quiz (total 30 minutes) and the final quiz (total 75 minutes) are shorter. There is a 24 hour window to enter the exam. You are allowed ONE attempt to complete the exam (so don't sign off or hit the end button before you are finished). Students with accommodations will be accommodated with their additional time.

**If a technical issue occurs, contact the instructor immediately by email and we will find a means to resolve the issue.**

**Exam/final quiz format and exam protocols**

Exams are cumulative and include short answer and essay questions. This means that each exam will focus primarily on the materials covered in each section e.g. exam 2 will cover the materials from the lectures following the first exam to the lecture prior to the 2<sup>nd</sup> exam. However, there may be a small number of questions that ask you to relate this

material to concepts covered in lectures prior to exam 1. The same approach applies to the questions in the final quiz.

Exams are **NOT** open book. Please respect the integrity of the examination process. Study for the exam prior to the examination date. Students cannot use their notes or flashcards; or collaborate with other students or other individuals either in person, by cell phone or electronically during exams, students cannot take and/or distribute screen shots of any parts of the exam or use the internet during exams. Students should not engage in discussion of exam questions with other students during the 24 hour period when the exam window is open.

**Missed exams and quizzes.** Students who are unable to take a scheduled exam must contact the instructor by email **either** in advance of the scheduled exam, **or within 24 hours of missing the exam**, to make necessary arrangements. **In the event that a student misses a midterm or any course work due to illness, the student should contact the instructor with their excuse within 24 hours.**

### **Preliminary Course Outline**

Readings and the TED talk should be viewed prior to the lectures and provide background material and specific examples of lecture topics. All readings are available to download in pdf format from the Taylor Digital Library. Students are responsible for readings, and general elements of these readings may appear in exams and quizzes. Topics in the papers will be included in the lectures.

**NOTE: Zoom lectures are recorded** and will be uploaded onto d2l for one week. Do not share passwords to the lectures with other people. Note that **zoom also records the participant list, chat and private chat**. I will be turning off the chat and private chat functions but if I forget, they will be recorded so fair warning. I encourage students to use the raised hand function in class to ask questions and I will try to reserve some time at the end of the lecture for questions. If this is chaotic then I will modify the question and answer structure. Remember to unmute to ask your question then mute after you are finished – this will reduce noise in the lecture. I prefer to see your faces so that I will recognize you once COVID is over, but I recognize that some of you may not want to be recorded. We will discuss this in the first class. We all have different problems working from home, so we should anticipate occasional problems with internet, cats running across screens, dogs barking .... so, we need to practice patience in the current situation.

If my internet or computer crashes, wait briefly and if I don't return I will complete the zoom lecture and post it on d2l when I am back online.

Students must adhere to the following protocols for Zoom classes. A poster of Netiquette from the University of Arizona (prepared by Stephen Valdivia), will be discussed in the first class. The basic principles of the poster are to act in a **scholarly manner** (use correct language and spelling, back opinions with data, cite other people's research properly, respect other people's intellectual property). **Be respectful of others:** obscene

or disrespectful language is unacceptable. It is important to listen to other people's perspectives, and then engage thoughtfully and respectfully in discussions of diverse ideas. This does not mean that every perspective is correct but there are different and valid perspectives that need to be considered as social scientists. **Be professional**, and represent your ideas truthfully and respectfully in conversation. **Be polite** in the manner that you address the instructor and your peers.

## **Class schedule**

**Note: the following schedule may be modified with the pace of the class but exam, quizzes, and assignment dates remain as posted.**

### **Week 1: September 8, 10**

Introduction to the course, assignments, history and colonial imaginary

Reading: Stahl, Ann B. 2014. Africa in the World: (Re)Centering African History Through Archaeology. *Journal of Anthropological Research* 70(1): 5-33.

### **Week 2: September 15, 17**

Africa as "people without history": the colonial imaginary and its fallout.

Reading: Carton, Benedict. 2009. From Hampton "into the Heart of Africa": how faith in God and Folklore turned Congo missionary William Sheppard into a pioneer ethnologist. *History in Africa* 36: 580-86. (William Sheppard was an African American missionary in what is now the DRC and he brought the horrors of the rubber trade in Belgian King Leopold's colony to international attention).

### **Week 3: September 22, 24**

Introduction to geography, climate, people, and language groups in Africa.

TED talk: Gus Casely-Hayford: The powerful stories that shaped Africa 2017 (19 minutes) – Casely-Hayford discusses why history matters to Africans in this talk that relates to the first 2 weeks' lectures. **He is a British curator and Africanist historian with personal roots in Ghana. Here is the link.**

[https://www.ted.com/talks/gus\\_casely\\_hayford\\_the\\_powerful\\_stories\\_that\\_shaped\\_africa](https://www.ted.com/talks/gus_casely_hayford_the_powerful_stories_that_shaped_africa) **Map quiz: 20 minutes quiz with 50% additional time (total 30 minutes at end of Thursday lecture) 10% of final grade**

### **Week 4: September 29, October 1**

Revisionary history: the Kalahari Debate and the ethnohistory of hunter-gatherers in Southern Africa (Rock art, ethnography, historical linguistics, and archaeology)

Reading: Wessels, Michael. 2016. Smoking around the campfire: A San encounter with the Colonial. *African Studies* 75(3):338-347.

***Paper topic and at least ½ of the required resources must be submitted for approval to d2l dropbox by October 1***

### **Week 5: October 6, 8**

Genetics and bio-anthropology: contributions to African history.

**Exam 1: 25% of final grade (Tuesday class) This is a 75 minute exam with 50% extra time (total 112.5 minutes)**

**Week 6: October 13, 15**

Historical linguistics; archaeology and genetics in interpreting the history of the Bantu expansion

**Week 7: October 20, 22**

Ethnohistory of African technology and what it can tell us about African history.

Reading: Pikirayi, Innocent and Anders Lindahl. 2013. Ceramics, ethnohistory and ethnography: locating meaning in Southern African Iron Age ceramic assemblages. *African Archaeological Review* 30:455-473.

**Week 8: October 27, 29**

Oral history, written history and material evidence

***Paper is due on Thursday October 29 by noon in d2l dropbox***

***Lightning Sessions: Begin on Thursday October 29 in class; Participation required***

**Week 9: November 3, 5 (Lightning Sessions Continue November 3 Tuesday class)**

Oral history continued

Reading: Tiki, Waktole and Gufu Oba. 2009. *Ciinna* – the Borana Oromo narration of the 1890s Great Rinderpest epizootic in North Eastern Africa. *Journal of Eastern African Studies* 3(3): 479-508.

***TERM BREAK NOVEMBER 8-14 No classes***

**Week 10: November 17, 19**

Ethnohistory in Ritual: Landscape, shrines and monuments, examples from North, Central and southern Africa.

Reading: Apoh, Wazi, and Kodzo Gavua. 2010. Material and indigenous spiritism: the Katamansu “Otutu” (Shrine). *The African Archaeological Review* 27(3): 211-235.

***Exam 2: 25% of final grade (Thursday class) This is a 75 minute exam + 50% extra time for a total of 112.5 minutes.***

**Week 11: November 24, 26**

The Atlantic trade

Reading: Ogundiran, Akinwumi. 2002. Of small things remembered: beads, cowries and cultural translations of the Atlantic Experience in Yorubaland. *The International Journal of African Historical Studies* 35 2/3: 427-257. (I apologize that this is such an old reading but it is excellent and applies to ritual practices and to culture change in the Atlantic trade)

**Week 12: December 1, 3**

Colonial Encounters

Reading: Apoh, Wazi, James Anquandah and Seyram Amenyo-Xa. 2020. Shit, blood, artifacts, and tears: interrogating visitor perceptions and archaeological residues at

Ghana's Cape Coast Castle slave dungeon. *Journal of African Diaspora Archaeology and Heritage* 7(2): 105-130.

### **Week 13: December 8**

*Final Quiz: 15% of final grade (Tuesday class) This is a 50 minute exam plus 50% extra time for a total of 75 minutes. This can be completed in the 75 minute class time.*

## **SUPPLEMENTAL INFORMATION**

### **Principles of Conduct**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). 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 your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

*For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>*

### **Instructor Intellectual Property**

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

### **Freedom of Information and Protection of Privacy**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to

students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Human subjects**

Students will not directly participate in nor conduct research of human subjects in this course.

### **Guidelines for Zoom Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## **Accessibility**

*Students need to see the lecture (visually) in order to get most of the information in this course. There is no captioning of the text in zoom.*

## **Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor to the student through d2l. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Grades will appear in d2l for exams and quizzes. Exam assessments *will only be available after make-up exams are completed. Students can view exam evaluations on d2l for a 48 hour period after grades are published on d2l. A class email will alert students when the evaluations are open.*

## **Academic Accommodations**

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at:

[https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: [pcdawson@ucalgary.ca](mailto:pcdawson@ucalgary.ca)).

## **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>

and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Act.

## **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental->

[health-services](#)) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

*Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: [sar@ucalgary.ca](mailto:sar@ucalgary.ca). For more immediate response, please call: 403-210-9355 and select option #2.*

### **Contact Information for Student and Faculty Representation**

- Student Union VP Academic 403-220-3911, [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)
- Students Union Representatives for the Faculty of Arts – 403-220-3913, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)
- Student Ombuds Office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.