

ARKY 399
ETHNOHISTORY OF AFRICA
Winter 2013

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Lectures: Tuesday/Thursday 11-12:15 EDC 156

Office Hours: Wednesday: 1-2 pm or by appointment (email is always available)

Course Description

The Ethnohistory of Africa

This course explores the methods and approaches used by archaeologists to develop the ethnohistory of African peoples and their recent past. Examples are primarily (but not exclusively) drawn from the Sahara and sub-Saharan Africa. Emphasis will be placed on a study of the material culture of non-industrial societies both in the present and the recent past, historic documents produced by Islamic, Asian and European travelers to Africa, written documents that constitute African's histories in their own words; language distribution, oral history, and other aspects of ethnohistory.

Readings provide background material for the lectures. 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 1 and 2. **There are no study notes for the final quiz.**

Readings can be downloaded in pdf format from the University of Calgary library online journals. These articles will not be posted on Blackboard in keeping with copyright law.

Please note that the following topics may be modified but exam and assignment dates remain as posted.

Week 1: January 8, 10

Introduction to the course and assignments

Introduction to ethnohistory in Africa: sources of evidence and problems of research in colonial and post-colonial contexts

Readings:

1. Karega-Munene and Peter Schmidt. 2010. Postcolonial archaeologies in Africa: breaking the silence. *African Archaeological Review* 27:323-337.
2. Lane, Paul. 2011. Possibilities for a post-colonial archaeology of sub-Saharan Africa: indigenous and usable pasts. *World Archaeology* 43(1): 7-25.
3. Schmidt, Peter R., and Jonathan R. Walz. 2007. Re-presenting African pasts through historical archaeology. *American Antiquity* 72(1): 53-70.

4. Stahl, Ann B. 2009. The archaeology of African history. *International Journal of African Historical Studies* 42(2): 241-255.
5. Vansina, J. 1962. Ethnohistory in Africa. *Ethnohistory* 9(2): 126-36.

Week 2: January 15, 17

Introduction to Africa's geography, climate, environment

People and Languages of Africa

The following is an older but interesting read on the argument as to why material evidence is important to constructing African pasts.

Reading:

1. Ortiz de Montellano, Bernard, Gabriel Hslip Viera and Warren Barbour. 1997. They were NOT here before Columbus: Afrocentric Hyperdiffusionism in the 1990s. *Ethnohistory* 44(2): 199-234.

Week 3: January 22, 24

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

Map Quiz (10% of final grade) Tuesday class

Readings:

1. Ballard, Chris. 2006. Strange alliance: Pygmies in the colonial imaginary. *World Archaeology* 38(1): 133-151.
2. James, Deborah. 2009. Burial Sites, informal rights and lost kingdoms: contesting land claims in Mpumalanga, South Africa. *Africa* 79(2): 228-251.

Week 4: January 29, 31

Genetics and physical anthropology: contributions to African ethnohistory

Readings:

1. Alvez, Isabel, M.Coelho, C. Gignous, A. Damasceno, A. Prista, and J. Rocha. 2011. Genetic Homogeneity across Bantu-speaking groups from Mozambique and Angola Challenges early split scenarios between East and West Bantu Populations. *Human Biology* 83(1): 13-38.
2. Campbell, Michael C. and Sarah A. Tishkoff. African Genetic Diversity: implications for human demographic history, modern human origins, and complex disease mapping. 2008. *Annual Review of Genomics and Human Genetics* 9: 403-33.
3. MacEachern, Scott. 2000. Genes, Tribes, and African History. *Current Anthropology* 41(3):357-84.
4. MacEachern, Scott. 2006. Africanist archaeology and ancient IQ: racial science and cultural evolution in the twenty-first century. *World Archaeology* 38(1): 72-92.
5. MacEachern, Scott. 2007. Where in Africa does Africa start? Identity, genetics and African studies from the Sahara to Darfur. *Journal of Social Archaeology* 7(3): 393-412.

Film: *Lost Tribe of Israel*

Week 5: February 5, 7

Revisionary history: the Kalahari Debate and the ethnohistory of Khoisan speakers in Southern Africa (Rock art, ethnography, and archaeology)

Readings:

1. Barnard, Alan. 2006. Kalahari Revisionism, Vienna, and the 'indigenous peoples' debate. *Social Anthropology* 14(1): 1-16.
2. Smith, Benjamin W. 2010. Envisioning San History: problems in the reading of history in the rock art of the Maloti-Drakensberg Mountains of South Africa. *African Studies* 69(2): 345-359.
3. Smith, Benjamin W. and Sven Ouzman. 2004. Taking Stock: identifying Khoekhoen herder rock art in southern Africa. *Current anthropology* 45 (4): 499-526.
4. Mitchell, Peter, and Gavin Whitelaw. 2005. The Archaeology of Southernmost Africa from c. 2000 BP to the early 1800s: A Review of Recent Research. *The Journal of African History* 46(2):209-241.

Week 6: February 12, 14

Exam 1: 25% of final grade (Tuesday class)

Using historical linguistics and archaeology: example: Tracing the history of the Bantu

Readings:

1. Bostoen, Koen. 2007. Pots, words and the Bantu problem: on lexical reconstruction and early African history. *Journal of African history* 48 (2): 173-99.
2. Denbow, James. 2012. Pride, prejudice, plunder and preservation: archaeology and the re-envisioning of ethnogenesis on the Loango coast of the Republic of Congo. *Antiquity* 86: 383-408.
3. Ehret, Christopher (and a critique by David Shoenbrun). 2001. Bantu Expansions: Reinvisioning a Central Problem of Early African History. *International Journal of African Historical Studies* 34(2):5-41.
4. McMaster, Mary. 2005. Language shift and its reflection in African archaeology: cord rouletting in the Uele and Interlacustrine regions. *Azania* XL: 43-72.

Week 7: February 26, 28

Ethnohistory of African iron working and other technologies: Example: southern Chad Basin

Readings:

- Alpern, Stanley B. 2005. Did or didn't they invent it? Iron in Sub-Saharan Africa. *History in Africa* 32: 41-94).
- MacEachern, S. 1993. Selling the iron for their shackles: Wandala-"Montagnard" interactions in northern Cameroon. *Journal of African History* 34(2): 247-70.
- MacEachern, S. 2012. Wandala and the DGB sites: political centralization and its alternatives north of the Mandara Mountains, Cameroon.

Week 8: March 5, 7

Oral history: Three examples: West Africa, South Africa and East Africa

Film: *Secret Holy Land*

Papers Due: 30% of final grade Thursday class

Week 9: March 12, 14

Ethnohistory of Ritual

Readings:

1. Chirikure, Shadreck and Innocent Pikirayi. 2008. Inside and outside the dry stone walls: revisiting the material culture of Great Zimbabwe. *Antiquity* 82 (318): (2008): 976-993.
2. Insoll, Timothy. 2008. Negotiating the archaeology of destiny: an exploration of interpretive possibilities through Tallensi Shrines. *Journal of Social Archaeology* 8(3): 380-403.
3. Owens, Geoffrey Ross. 2006. The Shomvi: a precursor to global ethnoscaples and indigenization in precolonial East Africa. *Ethnohistory* 53(4): 715-752.

Week 10: March 19, 21

Ethnohistory of Islamic trade: the Sahara and the East Coast

Readings:

1. Alexander, J. 2001. Islam, archaeology and slavery in Africa. *World archaeology* 33(1): 44-60.
2. Owens, Ross. 2006. Shomvi: A Precursor to Global Ethnoscaples and Indigenization in Precolonial East Africa. *Ethnohistory* 53(4): 715-752.
3. Scheele, Judith. 2010. Traders, Saints, and irrigation: Reflections on Saharan Connectivity. *Journal of African History* 51(3): 231-300.

Week 11: March 26, 28

Exam 2: 25% of final grade (Tuesday class)

The Atlantic Trade: West Africa

Readings:

1. Chouin, Gerard L. and Christopher R. DeCrose. 2010. Prelude to the Atlantic trade: perspectives on southern Ghana's Pre-Atlantic history (800-1500). *Journal of African History* 51:123-45.
2. Kelly, K. G. 1997. Using historically informed archaeology: seventeenth and eighteenth century Hueda/European interaction on the coast of Benin. *Journal of Archaeological Method and Theory* 28:77-95.
3. Law, Robin. 2011. Africa's Discovery of the Atlantic. *International Journal of African Historical Studies* 44(1): 1-25.
4. Monroe, J. Cameron. 2007. Continuity, revolution or evolution on the slave coast of West Africa? Royal architecture and political order in precolonial Dahomey. *Journal of African History* 48(3): 349-73.
5. Steiner, Christopher B. 1985. Another image of Africa: Toward an ethnohistory of European cloth marketed in West Africa, 1873-1960. *Ethnohistory* 32(2): 31-110.

Week 12: April 2, 4

The Atlantic trade continued

Week 13: April 9, 11

Ethnohistory of the African Diaspora

Week 14: April 16

Final Quiz: 10% of final grade (Tuesday –only class of the week)

LIBRARY RESEARCH PAPER

30% of final grade

10 typewritten pages -- use a 12 point font size and normal page margins e.g. 2.54cm top, bottom and sides.

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 Monday of 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. The guide is available on the following website:

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

REFERENCES

Scholarly writing requires crediting your sources. Reference all quotes, as well as any information, facts, ideas, figures, conclusions that you draw 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:

De Luna *et al.* (2012) state that "...genetics and archaeology have been more distant partners".

Schmidt (2009) edits a controversial book on African archaeology.

REFERENCES CITED

The references cited section shows the depth of your library research. A minimum of 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. 2012a). **Do not use lecture notes, dictionaries, encyclopaedias or textbooks as references as these are not primary sources. 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 without prior permission from the instructor.**

De Luna, K.M., J.B. Fleisher, and S.K. McIntosh

2012 Thinking across the African past: interdisciplinarity and early history. *African Archaeological Review* 29(2-3): 75-94.

Schmidt, Peter (editor)

2009 *Postcolonial Archaeologies in Africa*. Santa Fe: School for Advanced Research.

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 questions 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 5 - 6 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 1.5 pages.

4. Style guide (3 points)

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.

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 at a time convenient to the instructor.

Course Evaluation

Map quiz	10%
Exam 1	25%
Exam 2	25%
Final Quiz	10%
Paper	30%

Grading Scheme:

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

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/legalservices/foip>

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 SS102, 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 (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 Representatives

Sarah Damberger	arts1@su.ucalgary.ca	587-7777-5244
Hana Kadri	arts2@su.ucalgary.ca	403-667-9220
Kelsy Norman	arts3@su.ucalgary.ca	403-861-2624

Student Ombudsman's Office

<http://www.ucalgary.ca/provost/>

Students Union Representatives for the Faculty of Arts

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