

Department of Anthropology and Archaeology
ARKY439
African Complex Societies
Winter 2016

Dr. Diane Lyons

Office: ES 854

Email: dlyons@ucalgary.ca

Phone: 403 220-6370

Lectures: Tues/Thurs 12:30-1:45 KNB 128

Office Hours: Wednesday 11-12 or by appointment



Course Outline:

The course examines ancient African complex societies with an emphasis on state development south of the Sahara. Lecture topics will include why these states developed, their participation in internal and international systems of exchange, technological developments, belief systems that supported power structures, and the reasons for their collapse.

Readings: a separate list is provided

There is no text for this course. Readings provide background material for the lectures. A list is provided on a separate file in D2L and the readings are all available from electronic journals in the Taylor Family Digital Library. Material should be read before coming to class. Students are responsible for attending class, taking notes in class, readings, and films.

Assignments, exams, and quiz schedule

Map Quiz: Thursday January 28 (10% of final grade)

Paper Assignment 1: Thursday March 10 (30% of final grade)

Exam 1: Thursday February 11 (25% of final grade)

Exam 2: Thursday March 24 (25% of final grade)

Last quiz: Tuesday April 12 (10% of final grade)

NOTE: 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.

Mark Distributions are determined as follows:

Grading Scheme

96.00-100	A+	66.00-70.99	C+
91.00-95.99	A	61.00-65.99	C
86.00-90.99	A-	56.00-60.99	C-
81.00-85.99	B+	53.00-55.99	D+
76.00-80.99	B	50.00-52.99	D
71.00-75.99	B-	below 49.99	F

Assignments

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

Students are responsible for their own note taking. Powerpoint notes are minimal outlines and are not a substitute for in-class note taking (I do not publish images from classroom powerpoint presentations on D2L).

Missed exams and quizzes require a medical certificate for rescheduling. Students who are unable to take a scheduled exam must contact the instructor by phone, email or in person in advance of the scheduled exam to make necessary arrangements for a rewrite after providing a medical certificate. The use of notes, computers, cell-phones and other electronic devices are not allowed in exams and quizzes. While students can bring beverages to an exam, do not bring crunchy and smelly lunches or snacks because they are distracting to other students. Students are not allowed to tape, video-record or photograph lectures without written permission from the instructor.

Section 1: Introduction

Week 1: January 12,14

Lecture: Course Introduction and Introduction to the Continent

Week 2: January 19, 21

Theoretical perspectives on the emergence of complexity in Africa
Background to the emergence of African complex societies

Section 2: Northeast Africa: Egypt, Nubia and Ethiopia

Week 3: January 26, 28

Ancient Egypt: pre-dynastic, Old Kingdom
Map quiz in Thursday class (10%)

Week 4: February 2, 4

Ancient Egypt: Middle and New Kingdoms

Week 5: February 9, 11

Ancient Nubia
Exam 1 on Thursday class (25%)

Reading Week February 14-21

Week 6: February 23, 25

Ancient Ethiopia

Section 3: North Africa, the Sahara and West Africa

Week 7: March 1, 3

The Sahara and North Africa

Savannah kingdoms and empires of West Africa

Week 8: March 8, 10

Savannah kingdoms and empires of West Africa continued

TERM PAPERS DUE IN CLASS ON THURSDAY MARCH 10

Week 9: March 15, 17

West African Forest States

Section 4: Eastern, Southern, and Central Africa

Week 10: March 22, 24

West African forest states continued

East Africa: Swahili

Exam 2 on Thursday class (25%)

Week 11: March 29, 31

East Africa, Southern Africa

Week 12: April 5, 7

Southern Africa, Central Africa

Week 13: April 12

Final quiz on Tuesday (10%)

LIBRARY RESEARCH PAPER

30% of final grade

10 - 12 typewritten pages, double-spaced -- use a 12 point font size and normal page margins of 2.54cm at the top of the page, 2.54cm at the bottom and side margins of 2.54cm on the left and approximately 2.54cm 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. 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)

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.

Student Accessibility Services Accommodations

Student Accommodations. Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at http://www.ucalgary.ca/policies/files/policies/procedure-foraccommodations-for-students-with-disabilities_0.pdf.

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 Student Accessibility Services, please contact their office at (403)220-8237.

Students who have not registered with Student Accessibility Services 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.

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>

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>

USRI

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://www.ucalgary.ca/usri/>

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>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternate arrangements with the course instructor early in the term.

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 for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca