

## **Archaeology 395 Fall 2015**

### **African Archaeology**

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Lectures: Monday, Wednesday, Friday 1:00-1:50 pm in ES859

Office Hours: Wednesday 10-11 or by appointment

#### **Course Outline:**

This 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.

#### **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. 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: Friday lecture period September 18 (10% of final grade)

Paper Assignment 1: Friday October 28 in lecture period (30% of final grade)

Exam 1: Wednesday lecture period October 14 (25% of final grade)

Exam 2: Monday lecture November 23 (25% of final grade)

Last quiz: Monday lecture period December 7 (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 Powerpoint notes are minimal outlines and are not a substitute for in-class note taking (I do not publish images from classroom powerpoint presentations on D2L).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.](#)

### **Course Outline**

**Week 1: September 9, 11** Introduction to African archaeology

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

**Week 2: September 14, 16, 18** History continued, Early Stone Age (ESA)

*Map Quiz Friday class (10% of final grade)*

**Week 3: September 21, 23, 25** ESA continued; Middle Stone Age (MSA)

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

**Weeks 4: September 28, 30, and October 2** Middle Stone Age continued; Later Stone Age (LSA) (early and middle Holocene)

Later Pleistocene, Early Holocene Southern Africa, Central Africa, Sudan, pottery

**Week 5: October 5, 7, 9** Early LSA continued:

Early Holocene: Green Sahara, Rock art

**Week 6: October 14, 16** Origins of Domestication: cattle before crops

Early Pastoralism in the Sahara, megalithic structures and tumuli

*Exam 1: Wednesday class (25% of final grade)*

**Week 7: October 19, 21, 23** Origins of Herding continued, Origins of Plant Domestication

Spread of cattle in east/south Africa; Indigenous African domesticates

**Week 8: October 26, 27, 28** Plant Domestication continued, Introduction to the Iron Age

*Term papers due Friday class (30% of final grade)*

**Week 9: November 2, 4, 6** Early Iron Age continued

Early Iron Age: West Africa, Bantu expansion

**Week 10: November 9** Iron Age continued (November 11, 13 – reading week)

East and South Africa IA

**Week 11: November 16, 18, 20** Emerging Complex Societies, urbanism and trading networks

Complex societies in Africa: a survey: West Africa, North Africa and early trans-Saharan trade, Horn of Africa

**Weeks 12: November 23, 25, 27**

Complex Societies: example: Aksum

*Exam 2 Monday class (25% of final grade)*

**Week 13: November 30, December 2, 4**

Complex Societies and the Indian Ocean trade

**Week 14: December 7**

*Final quiz (10% of final grade)*

### **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, double-spaced -- 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)**

## **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions. Students are expected to be familiar with the Anthropology Departments policy on intellectual honesty available at: <https://www.anth.ucalgary.ca/home/links/intellectual-honesty-guidelines>

**Academic Accommodations** – It is the students’ responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with the Disability Resource Centre, please contact them at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodations. You are also required to discuss your need with your instructor no more than 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>

### **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 ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)).

## **ACADEMIC ACCOMMODATIONS**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability and require academic accommodation you need to register with Student Accessibility Services. Please contact their office at 220-8237. <http://www.ucalgary.ca/access/> Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

## **Readings: Archaeology 395**

These are recommended readings. Some of these articles are used in the lectures. These may also assist you in starting your bibliography for the term paper. Articles with a star are highly suggested readings. All of these readings are from journals whose articles can be downloaded from the Taylor Digital Library collections.

Week 1: Introduction and history

\*Lane, Paul. 2011. Possibilities for a postcolonial archaeology in sub-Saharan Africa: indigenous and usable pasts. *World Archaeology* 43(1): 7-25.

Week 2: ESA

Week 3: MSA

Chazan, Michael and Liora Kolska Horwitz. 2009. Milestones in the development of symbolic behaviour: a case study from Wonderwerk Cave, South Africa. *World Archaeology* 41(4):521-539.

D'Errico, Francesco, Lucinda Backwell, Paola Villa, Ilaria Degano, Jeannette, J. Lucejko, Marion K. Bamford, Thomas F. G. Higham, Maria Perla Colombini, and Peter B. Beaumont. 2012. Early evidence of San material culture represented in organic artifacts from Border Cave, South Africa. *Proceedings of the National Academy of Sciences* 109(33): 13214-9.

\*Garcea, Elena A.A. 2013. The Aterian from the Jebel Gharbi (Libya): new technological perspectives from North Africa. *African Archaeological Review* 30:169-194.

\*Wadley, Lyn. 2015. Those marvelous millennia: the Middle Stone Age of Southern Africa. *Azania* 50(2): 155-226.

Week 4: LSA (early and middle Holocene)

\*Friedrike, Jesse. 2010. Early pottery in Northern Africa, an overview. *Journal of African Archaeology* 8(2):219-38.

Huysecom, E. M. Rasse, L. Lespez, K. Neumann, A. Fahmy, A. Ballouche, s. Ozainne, M. Maggetti, Ch. Tribolo and S. Soriano. 2009. The emergence of pottery in Africa during the tenth millennium cal BC: new evidence from Ounjougou (Mali). *Antiquity* 83:905-917.

\*Jordeczka, Maciej, Halina Krolak, Mirosław Masojc and Romauld Schild. 2011. Early Holocene pottery in the Western Desert of Egypt: new data from Nabta Playa. *Antiquity* 85:99-115.

Lewis-Williams, J. David and David G. Pearce. 2012. The southern San and the trance dance: a pivotal debate in the interpretation of San rock paintings. *Antiquity* 86:696-706.

Salvatori, Sandro. 2012. Disclosing archaeological complexity of the Khartoum Mesolithic: new data at the site and regional level. *African Archaeological Review* 29(4): 399-472.

Week 5: early and middle Holocene continued

\*Di Lernia, Savino. 2013. Places, monuments, and landscape: evidence from the Holocene central Sahara. *Azania* 48(2):173-192.

\*Garcea, Elena A. A. 2006. Semi-permanent foragers in semi-arid environments of North Africa. *World Archaeology* 38(2):192-219.

Sereno, Paul C., Elena A.A Garcea et al. 2008. Lakeside Cemeteries in the Sahara: 5000 years of Holocene population and environmental change. *PLoS ONE* 3(8): e2995. doi:10.1371/journal.pone.0002995 This is an Open Access Journal.

Week 6: Origins of Herding and animal domestication: cattle before crops

Davies, Matthew I.J. 2013. Stone Cairns across eastern Africa: a critical review. *Azania* 38(2):218-40.

Di Lernia, Savino and Marina Gallinaro. 2010. The date and context of Neolithic rock art in the Sahara: engravings and ceremonial monuments from Messak Settafet (south-west Libya). *Antiquity* 84:954-975.

Gifford-Gonzalez, Diane and Olivier Hanotte. 2011. Domesticating animals in Africa: implications of genetic and archaeological findings. *Journal of World Prehistory* 24:1-23.

Hildebrand, Elisabeth Anne and Katherine M. Grillo. 2012. Early herders and monumental sites in eastern Africa: dating and interpretation. *Antiquity* 86:338-352.

\*Marshall, Fiona. 2011. Domestication processes and morphological change. Through the lens of the donkey and African pastoralism. *Current Anthropology* 52(4):S397-413. (CA supplement)

Wengrow, David, Michael Dee, Sarah Foster, Alice Stevenson and Christopher Bronk Ramsey. 2014. Cultural convergence in the Neolithic of the Nile Valley: a prehistoric perspective on Egypt's place in Africa. *Antiquity* 88:95-111.

Week 7 and 8: Origins of Plant Domestication in Africa

Boivin, Nicole, Alison Crowther, Mary Prendergast and Dorian Q. Fuller. 2014. Indian Ocean food globalization and Africa. *African Archaeological Review* 31:547-581.

\*Dueppen, Stephen A., and Daphne E. Gallagher. 2013. Adopting agriculture in the West African savanna: exploring socio-economic choices in first millennium CE southeastern Burkina Faso. *Journal of Anthropological Archaeology* 32 (4):433-48.

\*Holl, Augustin F. C. 2009. Coping with uncertainty: Neolithic life in the Dhar Tichitt-Walata, Mauritania, (ca. 4000-2300 BP). *Geoscience* 341: 703-712.

Hildebrand, E. A. 2009. The utility of ethnobiology in agricultural origins research examples from southwest Ethiopia. *Current Anthropology* 50(5):681-91.

Week 9: Early Iron Age

Breunig, Peter, Gabriele Franke and Michael Nusse. 2008. Early sculptural traditions in West Africa: new evidence from the Chad Basin of north-eastern Nigeria. *Antiquity* 82:423-437.

\*Chirikure, Shadreck. 2010. On evidence, ideas and fantasy: the origins of iron in sub-Saharan Africa. *Journal of African archaeology* 8(1):25-8.

Killick, David. 2015. Invention and innovation in African iron-smelting technologies. *Cambridge Archaeological Journal* 50(1):307-319.

Meister, Conny, Manred K. H. Eggert. 2008. On the early Iron Age in southern Cameroon: the sites of Akonetye. *Journal of African Archaeology* 6(2):188-202.

Week 10: Bantu expansion, Southern Africa

Fillippo, Koen Bostoen, Mark Stoneking and Brigitte Pakendorf. 2012. Bringing together linguistic and genetic evidence to test the Bantu expansion. Published online 23 May 2012. *Proceedings of the Royal Society Biological Sciences*

Jones, Doug. 2011. The matrilineal tribe: an organization of demic expansion. *Human Nature* 22(1-2): 176-200.

\*Meister, Conny. 2010. Remarks on early Iron Age burial sites from Southern Cameroon. *African Archaeological Review* 27:237-249.

\*Neumann, Katharina, Koen Bostoen, Alexa Hohn, Stefanie Kahlehber, Alfred Ngomanda and Barthelemy Tchiengue. 2012. First farmers in the central African rainforest: a view from southern Cameroon. *Quaternary International* 249:53-62.

Neumann, K, et al. 2012. Comment on “intensifying weathering and Land Use in Iron Age Central Africa. August 31 *Science* 337:1040-41.

Weeks 11, 12 and 13: Emerging Complex Societies

\*Monroe, J. Cameron. 2013. Power and agency in Precolonial African States. *Annual Review of Anthropology* 42: 17-35.

Bedaux, Robier, Kevin MacDonald, Alain Person, Jean Polelt, Klena Sanogo, Annette Schmidt and Samuel Sidibe. 2001. The Dia archaeological project: rescuing cultural heritage in the Inland Niger Delta (Mali). *Antiquity*: 75:837-48.

Crowther, Alison et al. 2014. Iron Age agriculture, fishing and trade in the Mafia Archipelago Tanzania: new evidence from Ukunju Cave. *Azania* 49(1):21-44.

Laporte, L. et al. 2012. Megalithic monumentality in Africa: from graves to stone circles at Wanar, Senegal. *Antiquity* 86:409-427.

Phillipson, David W. 2009. The first millennium BC in the Highlands of Northern Ethiopia and South-Central Eritrea: a reassessment of cultural and political development. *African Archaeological Review* 26:257-274.

Mattingly, D.J. 2013. The first towns in the central Sahara. *Antiquity* 87: 503-518.

Mayor, A, et al. 2014. Early social complexity in the Dogon country (Mali) as evidenced by a new chronology of funerary practices. *Journal of Anthropological Archaeology* 34:17-41.

Wilson, Andrew. 2012. Saharan trade in the Roman period: short, medium and long-distance trade networks. *Azania* 47(4): 409-49.

Indian Ocean trade: Special issue 2014 *African Archaeological Review* 31 (4)