

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**  
**ARCHAEOLOGY 395**  
**AFRICAN ARCHAEOLOGY**  
**GFC HOURS (3-0)**

**Instructor:** Dr. Diane Lyons

**Semester:** Winter 2022

**Office:** ES 854

**Phone:** 403 220-6370 (it is better to send me an email)

**Lectures:** Monday/Wednesday 2-3:15pm ST 132

**Office Hours:** by appointment for zoom meetings; or by email. I check emails frequently between 8:30 am and 4:30 pm during weekdays. I will respond to your email usually within the hour unless I am in class or in a meeting. You can email me for urgent issues outside of these hours and on weekends, but responses will be irregular. I will not hold in person office hours during the semester.

**e-mail:** dlyons@ucalgary.ca

### Course Description

African archaeology from the earliest times to the ethnographic present, particularly on Holocene cultures, including hunters and foragers, sedentary farmers, and urban societies.

### Course Learning Objectives

By the end of the course students should be able to:

- understand basic methods and theories that are used by archaeologists to interpret the African past
- explain the general developments of African societies from the Early Stone Age to the rise of complex societies across the continent
- write a well-organized paper based on library research
- have an appreciation of the complexity and diversity of Africa's ancient and contemporary people

### Course Learning Outcomes

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes to which they contribute, and the expected level of achievement.

Course Learning Outcomes	PLO(s)*	Level(s)**
<ul style="list-style-type: none"> <li>• understand basic methods and theories that are used by archaeologists to interpret the African past</li> </ul>	DK1, DK4, E9, E10, A1, A2, A3, E10, SC1, SC2	1
<ul style="list-style-type: none"> <li>• explain the general developments of African societies from the Early Stone Age to the rise of complex societies across the continent</li> </ul>	DK1, A1, A2, B1, E10	1

<ul style="list-style-type: none"> <li>• write a well-organized paper based on library research</li> </ul>	DK1, CM7, 1 A1, A2, A3, E10, SC2
<ul style="list-style-type: none"> <li>• have an appreciation of the complexity and diversity of Africa's ancient and contemporary people</li> </ul>	DK1, A1, 1 A2, A3, E9, E10, SC2
<ul style="list-style-type: none"> <li>• Appreciate the contribution of African people to our contemporary world</li> </ul>	DK1, A1, 1 A2, A3 E9, E10, SC2

**\*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. 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. **Ethics (E):** 9. Demonstrate an understanding of, and commitment to, ethical conduct within the field 10. To think holistically, emically, 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. **Biological anthropology (B):** 1. Understand and appreciate the biological diversity of human and non-human primates in light of their evolution and environments. **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. Foundation, 2. Intermediate, 3. Advanced

## Prerequisites

Archaeology 201 or 205

## Learning Resources

There is no textbook for this course. The suggested readings listed in the course outline are available to read free from the Taylor Digital Library. It is highly recommended that you read these articles, most of which will be discussed in lectures.

## Learning Technologies and Requirements

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

## Assessment Schedule

Week 3: *Map Quiz Wednesday January 26* (10% of final grade)

NOTE: This quiz will be written online on d2l and must be completed during the regular scheduled class (2-3:15pm in the Wednesday class). Students will have 45 minutes to complete the quiz within the 75-minute class time. To contend with moving from the online lecture to the quiz on d2l, there will be no lecture for this class.

Week 4: *Paper topic and sources submitted by February 2 for approval in d2l dropbox*

Week 5: ~~*Exam 1: Wednesday February 9*~~ (25% of final grade)

Week 5: Exam 1: Wednesday February 9 (25% of final grade).

This timed assessment will be written online on d2l at the beginning of class on February 9 at 2 pm and will be available for 24 hours. The exam is 75 minutes in length, plus 50% extra time to account for issues with technology, caregiving responsibility and distractions within your test-taking environment for a total of 113 minutes. There is no lecture for this class.

The exam is NOT open book. Students are expected to study in advance and do the exam independently without other people assisting them in person or by using any study aids.

### Specifically:

- students cannot consult other people either in person or by using a computer, cellphone, land-line, email, text, or any communication app on any electronic device
- students cannot consult any internet sources, digital or hardcopy notes, books or other imagery including video and audio files, screen shots

The format for the exam is matchups, short answer, and essay questions. If you have problems contact me, dlyons@ucalgary, as soon as possible to arrange an alternate or (in the case of technical issues) extended time to write the assessment.

Week 8: *Term papers due Wednesday March 9 in d2l dropbox* (25% of final grade)

Week 10: *Exam 2: Wednesday March 23* (25% of final grade)

Week 13: Final quiz: *Monday April 11* (15% of final grade)

### Exam and quiz format:

Exams 1 and 2 are a combination of matchups, short answer, and essay questions.

The map quiz is a list of countries and geographic features that are located on provided maps.

The Final Quiz is multiple choice.

Note that exams are not cumulative.

There is a separate attachment with a detailed rubric and guidelines for the term paper assignment that is posted on d2l content.

## Assessment Information

### 1. Exams are written in class

**Exams are NOT open book.** Students are expected to prepare for the exam by studying in advance. No hardcopy or digital resources are allowed in the exam room, and the use of cellphones, computers, tablets, or other electronic devices are prohibited during the exam. Students should shield their answer sheets from other students during

in-class examinations. It is academic misconduct to ask to see another student's answer sheet, to look without permission on someone else's exam sheet, or to share answers with other students (see supplementary information below on the Student Non-Academic Misconduct policy).

### **Missed exams, quizzes, and assignments**

If a student knows that they are going to miss an exam, quiz, or other course deadline then they must [contact the instructor in advance of the assessment](#). [If exams or quizzes are missed due to unforeseen circumstances, the student must contact the instructor within 24 hours of the missed assessment with their excuse.](#) [Note that makeup exams/quizzes are only given for missed exams not as second attempts to improve grades. Makeup exams should be written in the same week as the originally scheduled exam when possible.](#) Makeup exams will be set in consultation with the student at a time as close to the originally scheduled exam as possible.

The term paper assignment is an 8-page term paper, broken down into two stages. [The student must submit their proposed paper topic and a statement of what their research will address, and a list of at least half of the sources \(about 5\) for the research to the instructor in week 4.](#) If you are having difficulties finding a topic, discuss this with the instructor. By determining the topic, and finding some early resources, students should be able to complete the paper by week 8. [Late papers without prior consultation with the instructor and without a reasonable excuse, will have up to 5% of the marks deducted based on the lateness of the submission.](#) [If students do not submit a final term paper, they will receive a zero for that grade and may not pass the course \(see the final paragraph of 'Grading Scheme' below\).](#) Learning to write a term paper is one of the course learning objectives.

[Students may be asked to provide supporting documentation](#) for a missed course assessment depending on the excuse provided to the instructor. Statutory Declarations can be used as supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)), and these declarations can be made by the student in the presence of a Commissioner for Oaths located on campus and free of charge ([ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This declaration demands honest and accurate information and is legally binding. Falsification of any supporting documentation may result in disciplinary action (see supplementary information below on the Student Non-Academic Misconduct policy).

### **Grading Scheme**

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%

A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

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

**Reappraisal of Graded Term Work:**

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

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Students are responsible for their own note taking**

**D2L 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.** Students are expected to respect the instructor’s intellectual property. Please read the following carefully:

**Copyright information**

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g., distributing, emailing, or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations, etc.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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 unauthorized 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 Policy.

## **Preliminary Course Outline**

Dates for topics may vary depending on the pace of the class, but the exams, quizzes, paper topic approvals and term paper schedules will not change. Suggested readings and film are available in the Taylor Digital Library.

### **Week 1: January 10, 12**

#### **Introduction to the course: sources of the past**

##### **Suggested Readings:**

Crawford, Keith W. 2021. Critique of the “Black Pharaohs” Theme: Racist Perspectives of Egyptian and Kushite/Nubian interactions in popular media. *African Archaeological Review* 38: 695-712.

Pikirayi, Innocent. 2015. The future of archaeology in Africa. *Antiquity* 38 (345): 531-541.

**Not required reading** but you can download for free from the library a pdf of a book by Shadreck Chirikure 2021 *Great Zimbabwe Reclaiming a ‘Confiscated Past’*. Routledge, Abingdon.

### **Week 2: January 17, 19**

#### **Introduction to African Archaeology**

Physical and political geography; distribution of language groups, history of archaeology in Africa

### **Week 3: January 24, 26**

#### **Early Stone Age (ESA), introduction to the MSA**

discussion of term paper

##### **Suggested Reading:**

Scerri, Eleanor M., et al. 2018. Did our species evolve in subdivided populations across Africa, and why does it matter? *Trends in Ecology & Evolution*. 33(8):585-593.

*Map Quiz Wednesday January 26 in class (10% of final grade)*

**This quiz will be written online on d2l and must be completed during the regular scheduled class (2-3:15pm in the Wednesday class). Students will have 45 minutes to complete the quiz within the 75-minute class time. To contend with moving from the online lecture to the quiz on d2l, there will be no lecture for this class**

### **Week 4: January 31, February 2**

#### **Middle Stone Age (MSA) continued, introduction to Late Stone Age (LSA)**

##### **Suggested Reading:**

Jean-Jacques Hublin et al. 2017. New fossils from Jebel Irhoud, Morocco and the pan-African origin of *Homo sapiens*. *Nature* 546:289-292.

*Wednesday February 2: Paper topic and sources submitted for approval in a word file in d2l dropbox*

**Week 5: February 7, 9**

Late Stone Age (LSA) continues  
Early Holocene: Green Sahara, Rock art

**Suggested Reading:**

Manning, Katie, and Adrian Timpson. 2014. The demographic response to Holocene climate change in the Sahara. *Quaternary Science Reviews* 101:28-35.

~~*Exam 1: Wednesday class February 9, no lecture (25% of final grade)*~~

*Exam 1: Wednesday February 9, no lecture (25% of final grade)*

**This timed assessment will be written online on d2l at the beginning of class on February 9 at 2 pm and will be available for 24 hours.**

**Week 6: February 14, 16**

Origins of Pastoralism: cattle before crops  
Early Pastoralism in the Sahara, megalithic structures and tumuli

**Suggested Reading:**

Di Lernia, S., and M. 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.

Pitt, Daniel, et al. 2019. Domestication of cattle: Two or three events? *Evolutionary Applications* 12:123-136.

**READING WEEK FEBRUARY 20-26 NO CLASSES**

**Week 7: February 28, March 2**

Pastoralism continued

**Suggested Reading:**

Sawchuk, E. A., S. Goldstein, K. Grillo, E. Hildebrand. 2018. Cemeteries on a moving frontier: Mortuary practices and the spread of pastoralism from the Sahara into Eastern Africa. *Journal of Anthropological Archaeology* 51:187-205.

**Week 8: March 7, 9**

Early Farming: Plant Domestication

**Suggested Reading:**

Winchell, Frank, M. Brass, A. Manzo, A. Beldados, V. Perna, C. Murphy, C. Stevens, and D. Fuller. 2018. On the Origins and dissemination of domesticated sorghum and pearl millet across Africa and into India: a view from the Butana Group of the Far Eastern Sahel. *African Archaeological Review* 35:483-505.

*Term paper due Wednesday March 9 word file on d2l dropbox (25% of final grade)*

**Week 9: March 14, 16**

Early farming: plant domestication

**Suggested Reading:**

Bostoan, Koen. 2018. The Bantu Expansion. Oxford Research Encyclopedia of African History. DOI: 10.1093/acrefore/9780190277734.013.191(use the DOI in google to access this paper).

**Week 10: March 21, 23**

Iron Age: African metallurgy: origins; West and Central Africa

**Suggested Reading:**

Rackham, A. F., G. Franke, H. Junius, T. Mannel, C. Beck. 2017. Early West African iron smelting: the legacy of Taruga in light of recent Nok Research. *African Archaeological Review* 34:321-343.

*Exam 2: Wednesday March 23 class, no lecture (25% of final grade)*

**Week 11: March 28, 30**

Iron Age continued East and South Africa

**Suggested Reading:**

Humphris, J., R. Bussert, F. Alshishani, T. Scheibner. 2018. The ancient iron mines of Meroe. *Azania: Archaeological Research in Africa* 53(3):291-311.

**Weeks 12: April 4, 6**

Brief summary of the development of a few early African states

**Week 13: April 11**

*Monday class Final quiz, no lecture (15% of final grade)*

**There is no final examination for this course**

**ACADEMIC ACCOMMODATIONS**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

**ACADEMIC MISCONDUCT**

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>



Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 unauthorized 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 Policy.

### **SUPPORT AND RESOURCES:**

Please visit the Registrar's website at:

<https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk