



DEPARTMENT OF ANTHROPOLOGY  
AND ARCHAEOLOGY  
Faculty of Arts

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**ARKY 399-01**  
**AFRICAN HISTORICAL ARCHAEOLOGY**  
**GFC Hours 3-0**

<b>Instructor:</b>	DR. DIANE LYONS	<b>Lecture Location:</b>	SH284
<b>Phone:</b>	403-220-6370 <a href="#">I prefer that you send an email if I do not answer the office phone... I will respond faster by email.</a>	<b>Lecture Days/Time:</b>	Tu/Th 12:30-1:45 pm
<b>Email:</b>	dlyons@ucalgary.ca		
<b>Office:</b>	ES859		
<b>Office Hours:</b>	Beginning Week 2: Tuesdays 2-3 pm or by appointment		

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**COURSE DESCRIPTION**

This course explores the methods and approaches used by archaeologists to document the history of African people over approximately the past 2500 years. Examples are explored from across Africa. Emphasis will be placed on the construction of histories using material objects, landscapes and places, oral histories, historical linguistics, ethnoarchaeology, and written documents produced by African peoples as well as by Islamic, Asian, and European travellers.

**Prerequisite(s):** None.

**READINGS AND TEXTBOOKS:**

- There is no textbook for the course. However, there are required readings and one TED talk listed in the course schedule below (Note: there are weeks without assigned material). All assigned readings are available electronically from the University of Calgary library. The link for the TED talk is provided in the course schedule.
- Suggested readings are listed in the course readings list provided on d2l

**REQUIRED TECHNOLOGY and EQUIPMENT:**

- Students will require a computer with a supported operating system, word processing program, and internet access to successfully engage in this course

- This technology is required to access course materials provided on d2l (course outline, lecture outlines, course reading list, paper and presentation outline guide), and to access Taylor digital library resources for required readings and research for the paper
- The paper proposal and assignment are submitted digitally as Word file or pdf to Dropbox on D2L
- Communication with students will be conducted by email throughout the semester.

### LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

Course Learning Outcomes	PLO(s)*	Level(s)**
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 historical archaeology that breaks down colonial imaginaries	E10, A1,2,3 SC1,2	1,2
Describe aspects of the material history of certain African societies and regions over the past 2500 years based on archaeological research	DK1,3 A2,3	1,2
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	CM 7,8	1,2

*\*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, 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 about 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.*

### COURSE REQUIREMENTS AND ASSESSMENT

#### Exam and quiz format

Exams and quizzes are NOT open book and are written in class at the times scheduled. Students are expected to prepare for the exam/quiz 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).

#### **Assessment format and schedule:**

The Map quiz is a list of countries and geographic features/bodies of water in and surrounding Africa that the student locates on maps provided by the instructor. The quiz is completed in a 30-minute time slot in class. Exams 1 and 2 and the final quiz are not cumulative. These assessments are written in class time scheduled for each assessment. Exam 1 covers required readings and lecture materials from the first class up to the date scheduled for Exam 1. Exam 2 covers required readings and lecture materials following Exam 1 up to the date scheduled for Exam 2. The final quiz covers required readings and lecture materials following Exam 2 up to the final quiz date. Exams include match-ups, short answer, and essay questions. The final quiz is multiple choice.

#### **Quizzes and Exams (75% of final grade)**

Map quiz	Thursday, Sept. 22	10% of final grade
Exam 1:	Thursday Oct. 6	25% of final grade
Exam 2:	Thursday Nov. 17	25% of final grade
Final quiz:	Tuesday Dec. 6	15% of final grade

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

#### **Paper Assignment Options 1 and 2: (25% of final grade)**

Paper topic approval		
	Thursday Sept. 29 by 4 pm	no grade: submit proposal to dropbox on d2l
Papers due no later than	Tuesday Oct. 25 by 9am	submit paper to dropbox on d2l
Lightning sessions	October 25/27	20% of final grade
Participation grade		5% of final grade (attendance compulsory in lightning sessions; see information below)

**If you have technical problems with the d2l dropbox, then email the proposal/assignment to the instructor.**

**Paper Assignments: Options 1 and 2 (see guide to paper and presentations provided on d2l)**  
**There are 2 options for this assignment and 3 components to the assessment.**

#### **Option 1**

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

**AND the Lightning session presentation:** You have exactly 2 minutes to tell us what you researched, what was interesting, surprising, or fabulous about this topic! Presenters must stop immediately when the bell rings! Presentations are followed by 2 to 3 minutes of questions from

the audience (question period will be determined by the number of people selecting Option 1). (5%)  
OR

## Option 2

**Paper without presentation:** A longer paper of 9 to 10 pages double-spaced 12pt font normal margins followed by bibliography (10-12 paper sources) (20%)

**Component 1: Proposal:** Paper topic (2 to 3 sentences), option selected, and at least 4 sources for the paper must be submitted for instructor approval no later than Thursday Sept. 29 by 4pm. Submit your proposal as a word file or pdf in dropbox on d2l.

## Component 2: Paper submissions

Papers for both options are due no later than Tuesday Oct 25 by 9am on d2l dropbox. The instructor will select presenters during the class, so everyone who is doing OPTION 1 must be ready to present in class on October 25 if they are called upon or not!

## Component 3: Participation grade

All students must participate by asking the presenter questions following their lightning presentations. Student attendance is compulsory, and each student must ask at least one question per presentation class (but not for each presentation) regardless of which assignment option chosen.

I will make sure that no one monopolizes the question times. 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

**\*\*Please note that no extra credit or 'make up' work is available in this class\*\***

**You do not need to pass each course component to earn a passing grade in the class, but students must complete all elements of the course in a diligent manner to complete the course (e.g., you must submit a paper and attempt all quizzes and exams).**

## 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 date. 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 paper assessment has three components. The student must submit their proposed paper topic and at least half of their sources for the paper to the instructor by week 4. If you are having difficulties finding a topic, discuss this with the instructor well before the proposal deadline. By determining the topic, and finding some early sources, students should be able to complete the paper by week 8.

**\*Penalties for late papers and missed presentations/participation in presentations \***

**Late papers** without prior consultation with the instructor and without a reasonable excuse, will have 5% deducted per day including weekends, until the paper is submitted. **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 under the grading scheme). Learning to write a term paper is one of the course learning objectives. **If the student is doing a presentation**, then it must be given in Week 8 during the time set-aside for presentations. **Student participation grades** are assessed in Week 8 and missed participation cannot be made up.

**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>

## **Class schedule**

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.

**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 6, 8**

Introduction to the course, assignments, history vs ethnohistory, and the 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 13, 15**

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 helped bring world attention to the atrocity of the rubber trade in Belgian King Leopold's colony).

### **Week 3: September 20, 22**

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: 30 minutes at end of Thursday lecture September 22: 10% of final grade**

### **Week 4: September 27, 29**

Revisionary history: the Kalahari debate and the history 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 Thursday September 29.***

### **Week 5: October 4, 6**

Genetics and bio-anthropology: contributions to African history.

***Exam 1: 25% of final grade (Thursday class October 6). This is a 75-minute exam of match-up, short answers, and essay questions).***

### **Week 6: October 11, 13**

Historical linguistics and archaeology to interpret the history of the Bantu expansion

### **Week 7: October 18, 20**

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 25, 27 Lightning sessions!!!**

We will begin oral history and written documents if time allows

***Paper is due on Tuesday October 25 by 9am in dropbox on d2l***

***Lightning Sessions: Begin on October 25 and continue into October 27 as needed;***

***Participation is compulsory (sign-in sheet); presentations are drawn randomly by the instructor.***

### **Week 9: November 1, 3**

Oral and written 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 7-12 No classes***

### **Week 10: November 15, 17**

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, November 17) This is a 75-minute exam of match-up, short answers, and essay questions.***

### **Week 11: November 22, 24**

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: November 29, December 1**

Colonial Encounters and the impact of material memory

Reading: Apoh, Wazi, James Anquandah and Seyram Amenyoxa. 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 6**

***Final Quiz: 15% of final grade (Tuesday class)***

## **IMPORTANT DATES**

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, September 15<sup>th</sup>, 2022**. Last day add/swap a course is **Friday, September 16<sup>th</sup>, 2022**. The last day to withdraw from this course is **Wednesday, December 7<sup>th</sup>, 2022**.  
<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>

## **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>.

## **ACADMIC INTEGRITY POLICY**



Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. 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).

## **ACADEMIC 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://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography 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**

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. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

## **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.

## **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

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