

Archaeology of Africa

ANTH 3352-001

Spring 2017

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Office Hours: TBA

CLASS MEETS: Tuesday and Thursday, 9:30 - 10:50 am, University Hall room 09 (basement)

COURSE DESCRIPTION:



Museum for African Art

The African continent has the longest archaeological record on earth, together with arguably the most complex population in terms of genetic composition and socio-political organization. This great time depth allows us to explore the evolution of human culture from the emergence of our genus, and to follow particular trajectories of social and economic strategies through to the foundations of modern African society.

In this class, we will follow the African archaeological record from the earliest evidence for human behavior through to the beginnings of state society.

This is an upper division lecture and discussion course, in which students are expected to practice close reading of academic texts, synthesize a diversity of source information, and demonstrate creativity in independent research.

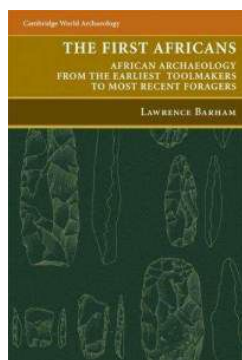
STUDENT LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

- Understand the **major social and technological trends and transitions** in African prehistory.
- Explain the **impact of the physical attributes** of the African landscape on the archaeological record.
- Discuss the range of **diversity of source information** about the African past.

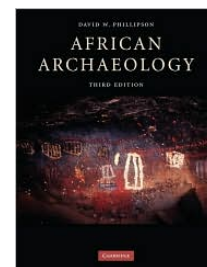
- Practice **effective professional research strategies**.

REQUIRED TEXTS:



The First Africans: African Archaeology from the Earliest Toolmakers to the Most Recent Forager, 2008, by Lawrence Barham and Peter Mitchell

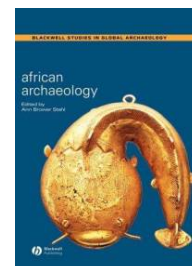
African Archaeology, 3rd Edition, 2005
by David W. Phillipson



These texts will be supplemented by additional journal articles and book chapters. Honors and Grad students will be responsible for additional reading.

SUGGESTED TEXTS: (Particularly for Honors Students)

The Archaeology of Southern Africa, by Peter Mitchell
African Archaeology, 2005, edited by Ann Brower Stahl



OTHER REQUIRED MATERIALS:

Zotero (a free reference manager that works with Mozilla Firefox).
Available on-line at: <https://www.zotero.org/>

IMPORTANT DATES:

GRADED ASSIGNMENTS	Due Date / Test Date	Grade %
Plagiarism Quiz	January 31 st	--
Paper Topics	January 29 th	--
Annotated Bibliography	March 1 st	10
Detailed paper outline & thesis	March 10 th	10
Midterm	March 21 st	15
Short Paper Draft 1	April 7 th	5
Final Paper Draft	April 18 th - 28 th	15
Optional Paper Revision (required for Grad/Honor)	May 4 th	
Final Exam	May 11 th , 8 - 10:30 am	15

REQUIREMENTS & EXPECTATIONS

- **Paper Development Process (40%):** I am as much interested in your research and paper development skills as in your final product. For this reason, the research paper grade is broken down into 6 discrete sections (see below). Each of these must be completed on time and must follow the format guidelines discussed in class.

Narrow your focus of research. Initial **topic statements** can be general statement of interest and should include a couple of alternative ideas or wordings. I've provided some suggested topics in this syllabus. This initial topic statement must be narrowed and modified to address some pretty specific questions. The initial statement may also be altered somewhat as you get into the research. Don't know where to start? I strongly suggest you skim through your textbook (look at chapter headings, call-out boxes, section headings) to get a sense for potential research directions and interests.

An **annotated bibliography** is an important research tool. Your bibliography will include a minimum of 10 scholarly sources (15 if you are taking the course for graduate or honors credit). You will not need to use all of these sources in your final paper. The breadth of initial research generally exceeds literature actually used. Read up on how to make an annotated bibliography at: <https://owl.english.purdue.edu/owl/resource/614/01/>

After completing the annotation for your research bibliography, you should have a better idea of what you want to write about. At this point you will submit a well-developed **thesis statement**, preferably in the form of a question and a few sentences explaining what you plan to discuss in your paper.

Your **outline** should be detailed enough to clearly communicate the key points and arguments of your paper to your classmates. The **paper draft** can be any portion of the paper. In addition to providing an early feedback opportunity and improving your final product, doing an early short draft will help you get over the toughest part of writing a paper – starting it.

The **final draft** is due relatively early in the semester – so be prepared! I will accept papers over a period from April 7th through April 23rd. Papers will be reviewed in the order received, so if you hand your paper in later in this period, you are less likely to receive constructive feedback in time to apply this to a revision. If you would like to improve your final product, I will accept revisions to your final paper as late as May 3rd. However, you may only do a re-write of a completed final draft that is fully formatted, proof-read, includes all necessary sections, and meets the minimum word limit. This is

meant to simulate a real-world publication step. When you submit an article for publication, you DO NOT send in a partial draft, or your paper will be rejected by the editor without even getting to peer-review. If you do not submit a complete final draft on time (by 4/15), you will not be able to improve your grade with a re-write. If your final draft *is* acceptable as a complete entity, I will let you revise (as any journal editor would). Revision is optional, but it almost always improves your grade.

The paper grade breakdowns as follows (percentages are of overall course grade):

- **10%: Annotated Bibliography (>10 sources, >15 for grad and honors)**
 - **10%: Detailed Outline & Thesis Statement**
 - **5%: Paper Draft (>900 words)**
 - **15%: Final Research Paper (1200 - 2500 words, 2000 - 3000 for grad and honors)**
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- **12 weekly topic quizzes (30%):** These short quizzes will evaluate student comprehension of reading, lecture, and discussion on a weekly basis. They will be primarily short essay, with some objective questions, and will take place at the beginning of class on Thursdays when scheduled (see below). The two lowest quiz grades will be dropped automatically. If you do the reading and actively engage in the class lecture/discussion, you should not have much difficulty with these.
 - **Midterm Exam (15%):** This will be taken in class.
 - **Final Exam (15%):** The final exam will be cumulative, but with a heavy emphasis on the latter part of the semester. If you have an A or B quiz average at the end of the semester, you will have the option of not taking the final. In this case, the quiz grade will be worth 45% of the total grade. In order to take this option, you must have an 80% quiz average or higher. No rounding can be applied. This is for solid A or B students only.

ATTENDANCE / PARTICIPATION:

Attendance is voluntary, however, I will keep track of this and it may factor into any conversation we have about your performance in the class. Attendance also affects your access to on-line resources (i.e., lecture slides). If your attendance falls below 80% (for all classes and labs combined), you will not have access to these resources.

RECOMMENDATION REQUESTS:

If you plan to ask me for a recommendation for employment, graduate school, or any other endeavor upon completion of this course, note that I have the following minimum requirements:

- Grade of A or B (depending on the scholarly requirements of the recommendation).

- Excellent attendance and participation in both class and lab.
- Ask me for the request at least 2 weeks in advance.

ONE MORE REQUIREMENT -- Due January 24th --

On-line Plagiarism Tutorial:

You must complete the tutorial to get credit for written work. I will not begin to grade these assignments until you have passed this quiz, and your assignment will incur late penalties as a result. Failure to complete this could result in complete loss of credit for some assignments.

~ALSO~

If you violate the standards of academic integrity described on the Office of Student Conduct site, and in the tutorial, you will fail the course. Be sure to read through the tutorial carefully!

- Go to the web site of the Office of Student Conduct:
- (<http://www.uta.edu/conduct/academic-integrity/index.php>)
- Review the UTA policies on Academic Integrity.
- Click on the link to the Plagiarism Tutorial.

You must pass this with a score of 100%
in order to get credit for the tutorial.

(The site itself will tell you that 70% is passing,
but we have higher expectations in anthropology).

You may take the tutorial as many times as you require to achieve 100% accuracy.

Please enter your first and last name when prompted by the test.

At the conclusion of a successful test, **you must have the test email your results to me** - I will not give you credit unless **I receive the email from the test**. I generally send out an email acknowledging receipt. If you don't get this within 3 days, check in with me.

If you've done this for me before, please do it again. Review never hurts.

Suggestions for Research Topics:

The following list is provided to help you get started in your search for a paper topic. Note that these suggestions are generally worded. If you choose one of these, your first assigned task is to **narrow the scope of your topic**, preferably to a single geographic region or to a comparison of a couple specific sites across regions. So wherever I've written "Africa," you could substitute (for example) West Africa, Ethiopia, miombo woodlands, or the African Great

Lakes. Although you are welcome to use these (with modification) you should not feel limited to these topics – you may suggest your own.

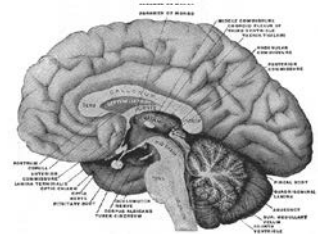
- Hominins in the predator-prey ecosystems of the African Pleistocene.
- Ethnoarchaeology of modern African foragers as a tool for archaeological interpretation.
- The role of archaeological discovery and cultural resources in national or group identity in Africa.
- The origin of fishing economies in Africa.
- Herder / hunter interactions in African prehistory.
- The growth of early African urban centers.
- Strategies for interpreting prehistoric rock art in Africa.
- The origin and transformation of coastal economies in African prehistory.
- The consequences of the adoption of farming in African prehistory.
- The origin and meaning of symbolic and decorative artifacts in African prehistory.
- Living in marginal environments: The archaeological evidence for human social and technological adaptability.
- The nature of technological innovation in African prehistory.

COURSE POLICIES

(including the policies of the Vice Provost for Academic Affairs):

1. ACADEMIC INTEGRITY POLICY:

**Make sure all your work is the product of
YOUR BRAIN!**



As a student of the University of Texas at Arlington, you are expected to maintain the highest standards of academic integrity. Any instance of academic dishonesty will have a significant negative impact on your scholastic record, not to mention your grade in this class.

Discipline may include a **failing grade for the class** together with either **suspension or expulsion** from the University of Texas. Also, academic misconduct **will be reported** to the Office of Student Conduct.

I am not kidding and I have no tolerance for even "small" amounts of cheating or plagiarism. To avoid doing this "accidentally," **never cut and paste from anything you didn't write.**

The Board of Regents has defined academic dishonesty as follows: "Scholastic dishonesty includes but *is not limited to* cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2).

All students enrolled in this course are expected to adhere to the **UT Arlington Honor Code**:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

2. LATE WORK POLICY:

Assignments are graded down **10%** of their value per day after the due date.

3. MAKE-UP EXAM POLICY:

There are no make-up exams or quizzes!

If a serious illness, emergency situation, jury duty, or military service obligation arises that prevents you from attending one of the two major tests (Midterm or Final), contact me immediately. In this situation, the grade points of the test you miss will be distributed to the other test. If you miss one of the weekly quizzes, take comfort in the fact that I drop the lowest of these, and they are not individually worth a lot.

Warning!!

If you miss *both major* tests (midterm and final) for any reason, **you will not receive credit for either test.**

This major test grade redistribution will only apply in the case of the extraordinary circumstances listed above. Lying about such an emergency will be considered academic dishonesty, and will result in a failing grade for the test.

4. ATTENDANCE POLICY: **Be there on time!**

Attendance *and punctuality* are required. Walking in late is rude and distracting - don't do it! Students who are late, absent, or *unconscious* on multiple occasions **will lose points** on their overall grade.

The Provost's Office would like me to add: "At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance."

5. ELECTRONIC COMMUNICATION POLICY:

I expect you to check your UTA email daily during the week!

A note from the Provost:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

To obtain your NetID or for logon assistance, visit:

<https://webapps.uta.edu/oit/selfservice/>.

If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

6. BLACKBOARD POLICY:

I use Blackboard A LOT. **Check it often** for assignments, instructions, announcements, and to monitor your progress.

7. ELECTRONIC DEVICE POLICY:



From my perspective, when I lecture I am in a conversation with you. Granted, I tend to do much of the talking, but it's a conversation, nevertheless. When you start texting in the middle of lecture, it's exactly as if you were texting in the middle of a one-on-one conversation with me - which is both rude and really distracting. So don't even have your cell phone out in class. If you need to leave it on vibrate for emergency calls, discuss this with me before class. I also do not allow laptops in lecture - *unless* you have a special waiver from the Office for Students with Disabilities.

8. TITLE IX POLICY:

As stated by the Provost's Office:

"The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX."

9. DROP POLICY:

The last day to drop a class is March 31st, 2017, by 4 pm.

The Provost's Office states:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period (**through January 20th, 2017**). After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

10. POLICY ON TAKING AN INCOMPLETE:

Incompletes are only offered under very exceptional circumstances. I will only consider authorizing a grade of Incomplete if the student has completed nearly all (more than 75%) of the grade value assignments for the course and, in my assessment, has a reasonable chance of finishing the final missing assignment *and* getting a passing grade in the class. Even meeting these criteria does not mean I will authorize an Incomplete - not all requests can be accommodated and a student may alternatively have to consider withdrawing from the course.

11. AMERICANS WITH DISABILITIES ACT POLICY:

Contact me early in the semester.

All tests taken in the ARC need to be scheduled well in advance.

Please inform me if you have a disability requiring special consideration for classes and exams, and provide me with the relevant paperwork during the first two weeks of class. If you need to take any tests or exams in the Office for Students with Disabilities (UH 102), please note that these must be scheduled with *both* the instructor and that office at least a week in advance. It is possible (and preferable) to set up this schedule near the beginning of the semester. The University's policy is as follows:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor

with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

12. STUDENT FEEDBACK SURVEY

Please fill out the feedback survey!!

The Provost adds: "At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>."

13. FINAL REVIEW WEEK POLICY

As stated by the Provost's Office:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

14. EMERGENCY EXIT PROCEDURES:

Know your exit routes!

The nearest exits are just to the east of our room. To reach these, exit the room by either door, turn left, then turn either left or right, continue up the short set of steps, and through glass doors to the outside. Note that there are additional exits if this route is too crowded. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

15. NON-DISCRIMINATION POLICY:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

16. CAMPUS CARRY:

From the Provost: "Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>"

COURSE SUPPORT SERVICES **(Get Help – Get a better grade!)**

OFFICE HOURS

Come see me if you're having trouble with the class. If you can't come to my office hours, email me to make an appointment.

TUTORING

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

WRITING SUPPORT:

Having trouble with that essay? **Get help!**

The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.



The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

STUDENT SUPPORT SERVICES AVAILABLE:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

LIBRARY RESOURCES:

Library Home Page library.uta.edu

Resources for Students

- Academic Plaza Consultation Services library.uta.edu/academic-plaza
- Ask Us ask.uta.edu/
- Library Tutorials library.uta.edu/how-to
- Subject and Course Research Guides libguides.uta.edu
- Subject Librarians library.uta.edu/subject-librarians
- A to Z List of Library Databases libguides.uta.edu/az.php
- Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
- FabLab fablab.uta.edu/
- Special Collections library.uta.edu/special-collections
- Study Room Reservations openroom.uta.edu/

READING, LECTURE AND DISCUSSION SCHEDULE:

This schedule is subject to revision.

Not all readings are listed here. additional reading assignments provided via Blackboard.

Readings should be **completed** by the beginning of class on the date given in the schedule.

Key:

FA = First Africans

AA = African Archaeology

Week 1: January 17th – 19th

Topic: Introduction to the course and research strategies. An overview of African Archaeology, sources of information about the African past, & perspectives on the future.

Reading: FA: Chapters 1 & 11, AA: Chapter 1

Week 2: January 24th – 26th

Topic: Frameworks: Geology, Climate, Ecology, Timescales

Reading: FA: Chapter 2

Additional reading: Bell, R. (1971) "A grazing ecosystem in the Serengeti" *Scientific American* 225, pages 86-93.

<Thursday Quiz 1>

Week 3: January 31st – February 2nd

Topic: Modern Societies of Africa

Reading: On Blackboard

<Thursday Quiz 2>

Week 4: February 7th – 9th

Topic: The earliest archaeological record on earth.

Reading: FA: Chapter 3, AA: Chapter 2

<Thursday Quiz 3>

Week 5: February 14th – 16th

Topic: Early Pleistocene Technologies and Social Structure

Reading: FA: Chapter 4, AA: Chapter 3

<Thursday Quiz 4>

Week 6: February 21st – 23rd

Topic: Africa during the Middle Pleistocene

Reading: FA: Chapter 5

<Thursday Quiz 5>

Week 7: February 28th – March 2nd

Topic: Emerging Humans - the origins of complexity

Reading: FA: Chapter 6

<Thursday Quiz 6>

Week 8: March 7th – 9th

Topic: The Middle Stone Age

Reading: FA: Chapter 7, AA: Chapter 4

<Thursday Quiz 7>

Week 9: March 13th – 17th -----SPRING BREAK-----

Week 10: March 21st – 23rd

Tuesday: Midterm Exam

Thursday Topic: Increasing regionalization and specialization

Week 11: March 28th – March 30th ~~~~ FILM WEEK!! ~~~~

Week 12: April 4th – 6th

Topic: The Later Stone Age continued

Reading: Journal Article On Blackboard

<Thursday Quiz 8>

Week 13: April 11th – April 13th

Topic: The Beginnings of Settlement & Domestication

Reading: FA: Chapter 8, AA: Chapter 5

<Thursday Quiz 9>

Week 14: April 18th – 20th

Topic: "Foragers in a world of farmers"

Reading: FA: Chapter 10

<Thursday Quiz 10>

Week 15: April 25th – 27th

Topic: African Iron Age

Reading: AA: Chapter 7

<Thursday Quiz 11>

Week 16: May 2nd – May 4th

Topic: Cities and countrysides – The rise of African kingdoms

Reading: AA: Chapter 8

<Thursday Quiz 12>

Image Credits:

Ife Head, from the exhibit *Dynasty and Divinity: Ife Art in Ancient Nigeria* at the Museum for African Art, New York City, 2012. <http://www.africanart.org>

Textbook covers from Cambridge Univ. Press, Wiley-Blackwell, and Oxford Univ. Press.

Brain by Henry Gray (1825-1861). *Anatomy of the Human Body*. 1918.

"No Laptop" and Lifeboat ring after UTA library image. <http://libguides.uta.edu/anthropology>