

African Archaeology

Anth 4358-002 / HONR-LA 4303-01

Spring 2013

INSTRUCTOR: Dr. Naomi Cleghorn
Dept. of Sociology and Anthropology, Room 421
Email: Cleghorn@uta.edu
Office Hours: Wednesday 12:15 - 2:15 pm, or by appointment
Dept. of Sociology and Anthropology Phone: 817-272-2661

CLASS MEETS: Tuesday and Thursday, 11 am - 12:20 pm, in University Hall, Room UH 09

TEACHING ASSISTANTS: Zachary Overfield (zachary.overfield@mavs.uta.edu)

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.

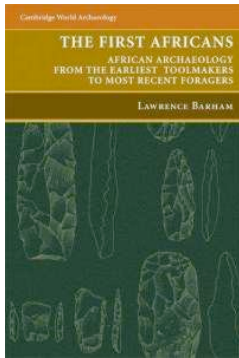
This is an upper division lecture and discussion course, in which students are expected to practice close reading of academic texts, synthesize a diversity of source information, and demonstrate creativity in independent research.

STUDENT LEARNING OUTCOMES:

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

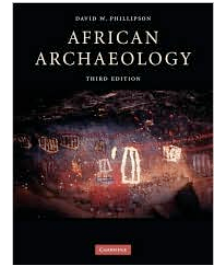
- Understand the **major social and technological trends and transitions** in African prehistory.
- Explain the **impact of the physical attributes** of the African landscape on the archaeological record.
- Appreciate the range of **diversity of source information** about the African past.
- Practice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

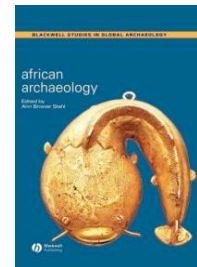
African Archaeology, 3rd Edition, 2005
by David W. Phillipson



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 Graduate Students)

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



IMPORTANT DATES:

| GRADED ASSIGNMENTS | Due Date / Test Date | Grade % |
|--|--|---------|
| Paper Topics | January 24 th | 2 |
| Annotated Bibliography | February 14 th | 8 |
| Detailed paper outline/ argument map | February 19 th | 5 |
| Short Paper Draft 1 | February 28 th | 5 |
| Short Paper Draft 2 | March 8 th | 5 |
| Midterm | March 21 st | 10 |
| Final Paper Draft | March 29 th - April 11 th | 10 |
| Optional Paper Revision (required for Grad/Honor) | May 3 rd | |
| Final Exam | Thursday, May 9 th 11 am - 1:30 pm | 15 |

REQUIREMENTS & EXPECTATIONS

- **Paper Development Process (35%):** 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 5 discrete sections (see below). Each of these must be completed on time and must follow the format guidelines discussed in class. **Topic statements** should include a couple of alternative ideas or wordings. I've provided some suggested topics in

this syllabus. If used, these should be narrowed and modified to fit individual interests. An **annotated bibliography** is an important research tool. You will not need to use all of these sources for your final paper. The breadth of initial research generally exceeds literature actually used. **Outlines / argument maps** are two different ways of planning a writing strategy. I would like you to do both prior to writing. Both should be detailed enough to clearly communicate the key points of the paper to your classmates. The two **short drafts** can be any portion(s) of the paper. In addition to providing an early feedback opportunity and improving your final product, doing early short drafts will help you get over the toughest part of writing a paper - starting.

The **final draft** is due relatively early in the semester - so be prepared! I will accept papers over a period from March 29th through April 11th. 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 a **revised draft** as late as May 3rd. However, you may only do a re-write of a complete final draft that is fully formatted and proof-read. 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 (3/29-4/11), 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.

Graduate and Honors students are required to complete the **final revision (due May 3rd)** of the paper, although their final draft must also be complete as described above.

The paper grade breakdown is as follows:

- **2%: Topic Statements (>1 variation)**
 - **8%: Annotated Bibliography (>15 sources, >20 for grad and honors)**
 - **5%: Detailed Outline and argument map**
 - **5%: Short Draft 1 (>900 words)**
 - **5%: Short Draft 2 (>1500 words)**
 - **10%: Final Research Paper (2500 - 4000 words)**
- **Presentation/Leadership (10%, 15% for honors/grad students):** Unless you are a grad or honors student, you have two options - choose one of these by the 3rd class meeting:
 - 1) a 15 min presentation on your research paper topic, with slides and a flow-chart handout, at the end of the semester.
 - or** 2) lead a Thursday discussion session. If you lead a discussion, you may do so

alone (with my help) or with a partner. You will **summarize** (preferably in discussion rather than formal presentation) at least one outside reference relevant to the week's topic, **explain the significance** of the work, and **provide the class with a flow-chart handout** of the points you wish to make or discuss.

Honors students will help lead **2 discussion sections** (presenting supporting literature as described above) and **present their research** to the class at the end of the semester.

Grad Students will help lead **2 discussion sections** and **present their research** to the class in either a poster or a power-point presentation.

- **11 weekly topic quizzes (30%, 25% for honors/grad students):** These short quizzes (worth 3% each - or 2.5% for honors/grads) will evaluate student comprehension of reading, lecture, and discussion on a weekly basis. They will be primarily short essay, possibly with some objective questions, and will take place at the beginning of class on Thursdays when scheduled (see below). The lowest quiz grade 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. By having weekly quizzes, we can lower the stress of the midterm and final!
- **Midterm Exam (10%)**
- **Final Exam (15%):** The final exam will be cumulative, but with a heavy emphasis on the latter part of the semester.

ONE MORE REQUIREMENT -- Due January 24th --

- **On-line Plagiarism Tutorial:** *You must complete the tutorial to get credit for all written assignments.* 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.*

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.

At the conclusion of a successful test, you **must email** your results to me - I will not give you credit unless I receive the email from the test.

Suggestions for Paper Topics:

The following list is provided to help you get started in your search for a paper topic. Note that these problems are generally worded. If you choose one of these, you will want 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.

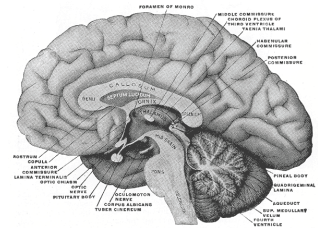
- Hominins in the predator-prey ecosystems of the African Pleistocene.
- The ethnoarchaeology of modern African foragers as a tool for archaeological interpretation.
- The role of archaeological discovery and cultural resources in national or group identity in Africa.
- The origin of fishing economies in Africa.
- Herder / hunter interactions in African prehistory.
- The growth of early African urban centers in the context of their surrounding countryside.
- 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):

ACADEMIC INTEGRITY:

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** together with either **suspension or expulsion** from the University of Texas. Academic misconduct **will also 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.

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.

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.

LATE WORK POLICY:

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

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.

BLACKBOARD POLICY:

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

ELECTRONIC DEVICE POLICY:



No laptops, tablets, or cell phones may be used during class - *unless* you have a special waiver from the Office for Students with Disabilities. (I suggest you set your cell phone to silent, but I will forgive the occasional accidental ringing.)

DROP POLICY:

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 18th, 2012**). 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. **The last day to drop a class is March 29th, 2013.** 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://www.uta.edu/ses/fao>).

AMERICANS WITH DISABILITIES ACT POLICY:

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.

WRITING SUPPORT:

Having trouble with that paper? **Get help!** Contact the UTA writing center on-line at:

<http://www.uta.edu/owl/>

Not only will they give you advice on your work, they also have short workshops throughout the semester. Writing well is one of the most valuable skills you can acquire in college!



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 www.uta.edu/resources.

READING, LECTURE AND DISCUSSION SCHEDULE:

This schedule is subject to revision.

Not all readings are listed here. Check Blackboard for additional reading assignments

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

FA = First Africans

AA = African Archaeology

Week 1: January 15th & 17th

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

Introduction to the course and research strategies.

The history of African Archaeology,
sources of information about the African past,
& perspectives on the future.

Week 2: January 22nd & 24th

Reading: FA: Chapter 2

Frameworks: Geology, Climate, Ecology, Timescales

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

******* Plagiarism Tutorial and Paper Topics Due January 24th *******

<Thursday Quiz 1>

Week 11: March 26th & 28th **Reading:** FA: Chapter 8, AA: Chapter 5
The Beginnings of Settlement & Domestication
<Thursday Quiz 8>
~~~ **Final papers accepted for review & feedback beginning Friday, March 29th** ~~~

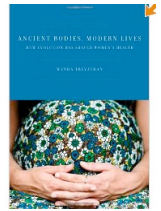
**Special Anthropology Event Notice (Not a class assignment)**

**March 28<sup>th</sup> at 7 - 8:00 pm:**

Annual UTA Termini Lecture for Distinguished Anthropologists presents:

**Dr. Wenda Trevathan**

Topic: Evolutionary Medicine      Place: School of Architecture Auditorium



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**Week 12:** April 2<sup>nd</sup> & 4<sup>th</sup>                      **FILM WEEK!!**

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**Week 13:** April 9<sup>th</sup> & 11<sup>th</sup>                      **Reading:** FA: Chapter 10  
"Foragers in a world of farmers"  
~~~~ **Final paper draft must be in by Thursday, April 11<sup>th</sup>** ~~~~  
<Thursday Quiz 9>

Week 14: April 16th & 18th **Reading:** AA: Chapter 7
African Iron Age
<Thursday Quiz 10>

Week 15: April 23rd & 25th **Reading:** AA: Chapter 8
Cities and countrysides - The rise of African kingdoms
<Thursday Quiz 11>

Week 16th: April 30th & May 2nd:
Student presentations & final discussion
~~~~**Optional Paper Revision Due Friday, May 3rd**~~~~

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**Thursday, May 9<sup>th</sup>: Final Exam    ---    11 am - 1:30 pm**

**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>