

**ARC 312: African Archaeology  
Fall 2019 Syllabus**

**Tuesdays 5:10-6:00pm  
Thursdays 5:10-7:05pm  
Turlington B310**

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Office Hours: Tuesdays 3:00-5:00pm, or by appointment

**Course Description**

Africa has the longest archaeological record in the world. This course will examine the archaeology of African peoples from millions of years ago to the present, with particular emphasis placed on the last ten thousand years of African prehistory. Topics covered will include the continent's unique pathways to food production, as well as the development of metallurgy, the rise of complex urban societies such as Aksum and Djenné-Djenno, and contemporary issues in cultural heritage.

**Student Learning Objectives**

1. Students will relate and explain the major social, technological, economic, and political developments of human societies on the African continent as understood from the archaeological record.
2. Students will examine critically issues related to cultural heritage in Africa and their bearing on current debates about development, tourism, etc.
3. In class discussions and written assignments, students will articulate the relevance of African archaeology to our understanding of modern human societies across the world.

**Required Text/Readings**

Phillipson, David. 2012. *African Archaeology*, 3<sup>rd</sup> Edition. Cambridge University Press.

MacEachern, Scott. 2018. *Searching for Boko Haram: A History of Violence in Central Africa*. Oxford University Press.

Additional readings (listed in the schedule below) will be posted on Canvas. Please note that the schedule and readings are subject to change.

## Course Requirements

Map Quiz (10%): Students will be required to identify on a map ALL of the countries in Africa plus selected capitals, lakes, rivers, mountain ranges, and other geographical features.

Exams (20%): Students will take two exams, each worth 10% of their final grades. Exam formats will be discussed in class.

Wikipedia Contributions (50%): Wikipedia contributions will total 50% percent of your final grade for the course, which will be broken down as follows:

- 5% Participation in Wikipedia exercises (account setup, training modules, group edits, etc.)
- 35%: Creation of original article or substantive editing of existing article
- 10%: Short reflective essay

Additional guidelines will be provided in class.

Reading Responses (10%): At the beginning of five class periods (dates to be determined), students will be required to write a short summary/response of the day's assigned readings. Each summary/response is worth 2%, for a total of 10%. I do not have a formal attendance policy for this class, but note that you must be present to receive credit for these reading responses. Students missing class due to emergency (serious illness, death in the family, jury duty, etc.) should email me.

Class Participation (10% total): This class will be discussion-based, and thus attendance and participation are crucial. I will present background information and additional points of interest at the beginning of each class, but students should come prepared to spend most of the class period discussing the assigned readings. Active participation in the classroom will count for 10% of each student's final grade.

## Grading Scale:

A	93% or above	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E	below 60%

Current grade status is available under the “Grades” section of the e-learning site. For more information, see the undergraduate catalogue for grading policies:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

In the event that you have a medical emergency or serious personal or family problem, you must make every effort to notify me of your absence by email. If a valid emergency or medical situation prevents attendance during an exam, or prevents on-time submission of an exercise, an alternative assignment or deadline will be designated. Otherwise, late submissions will not be accepted.

### **University Honesty Policy**

Plagiarism and cheating in any form are subject to university policy as outlined by the Dean of Students (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>). UF students are bound by The Honor Pledge, which states, “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with your instructor or TA for this course.

### **Student Accommodations**

Students requesting classroom accommodations must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>), who will then provide the necessary documentation for the course instructor. Please do this no later than one week after the first day of class.

If you are experiencing personal problems that are interfering with your studies, you are encouraged to take advantage of the available university resources:

- UF Counseling and Wellness Center: 3190 Radio Road, (352) 392-1575
- Student Mental Health: Student Health Care Center, (352) 392-1171
- Sexual Assault Recovery Services: Student Health Care Center, (352) 392-1161
- Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## Course Evaluations

Student feedback is greatly appreciated and taken seriously. Course evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. You will be notified via email when the online evaluation page is open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Course Schedule

<b>Week 1: Introduction to African Archaeology</b>	
Aug. 20	Course overview
Aug. 22	Physical Geography, History of African archaeology Phillipson Ch. 1
<b>Week 2: Geography</b>	
Aug. 27	Current cultural landscapes
Aug. 29	<b>Map quiz</b> / video
<b>Week 3: Early Stone Age</b>	
Sept. 3	Grillo and Contreras, "Public Archaeology's Mammoth in the Room" <i>Start Wikipedia orientation: create account, sign up on class course page, complete first three online training modules</i>
Sept. 5	Phillipson Chs. 2 and 3 Scerri et al., "Did Our Species Evolve in Subdivided Populations across Africa?"
<b>Week 4: Ethnoarchaeology</b>	
Sept. 10	Lane, "Barbarous Tribes" Pargeter et al. 2016, "Primordialism and the Pleistocene San of southern Africa" and replies
Sept. 12	Gosselain, "To Hell with Ethnoarchaeology!" David and Lyons, "To Hell with Ethnoarchaeology... and Back!" Grillo, "Pastoralism and Pottery Use" Dunne et al., "Pastoralist foodways recorded in organic residues..." <i>Continue orientation: create a user page, leave a message for a classmate</i>
<b>Week 5: Middle and Later Stone Ages, aDNA</b>	
Sept. 17	Phillipson Ch. 4 McBrearty & Brooks, "The revolution that wasn't" <i>Add 1-2 sentences to a Wikipedia page related to African archaeology (see course page)</i>
Sept. 19	Ancient DNA: Schlebusch et al., "Southern African ancient genomes estimate modern human divergence to 350,000 to 260,000 years ago" Skoglund et al., "Reconstructing ancient African population structure" Prendergast and Sawchuk: "Boots on the ground in Africa's ancient DNA 'revolution'"
<b>Week 6: Focus on Wikipedia Project &amp; Exam</b>	

Sept. 24	<i>In-class edits of Wikipedia pages on the MSA/LSA</i> <i>Select an article to work on, add to class course page</i>
Sept. 26	<b>Exam I</b>
<b>Week 7: The Sahara and Ancient Egypt</b>	
Oct. 1	Video: Skeletons of the Sahara <i>Compile bibliography and post to the article's talk page</i>
Oct. 3	Egypt and Nubia, readings TBD
<b>Week 8: Pastoral Neolithic</b>	
Oct. 8	Gifford-Gonzalez "Pastoralism and its Consequences" <i>complete "sandbox and mainspace" training module, post 3-4 paragraph summary article to sandbox (see course page)</i>
Oct. 10	Chritz et al. "Climate, ecology, and the spread of herding in eastern Africa" Hildebrand et al. "A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya"
<b>Week 9: Iron Age &amp; the Bantu Expansion</b>	
Oct. 15	Neumann, "The Romance of Farming" Killick, "A global perspective on the pyrotechnologies of sub-Saharan Africa"
Oct. 17	De Maret: "Archaeologies of the Bantu Expansion" De Luna: "Conceptualizing vegetation in the Bantu Expansion: Reflections on linguistics in central African history" <i>Move summaries to main space, begin expanding</i>
<b>Week 10: West African States</b>	
Oct. 22	Ogundiran, "Towns and States of the West African Forest Belt"
Oct. 24	Video: Lost Kingdoms of Africa (episode 4, West Africa) <i>Complete "peer review" training module, peer review and copy-edit two articles</i>
<b>Week 11: Archaeology and the Politics of Modern Africa</b>	
Oct. 29	Ghana: Logan, "Why can't people feed themselves?" Rwanda: Giblin, "Toward a politicized interpretation ethic..."
Oct. 31	Nigeria: MacEachern, "Searching for Boko Haram" <i>complete two last training modules</i>
<b>Week 12: The Swahili Coast &amp; Aksum</b>	
Nov. 5	Video: The Swahili Coast Phillipson, Ch. 8
Nov. 7	Swahili Coast & Aksum Readings TBD
<b>Week 13: Great Zimbabwe &amp; Exam</b>	
Nov. 12	Great Zimbabwe Chirikure et al., "Elites and commoners at Great Zimbabwe..."
Nov. 14	<b>Exam II</b>
<b>Week 14: Southern Africa &amp; Cultural Heritage</b>	
Nov. 19	Video: Forgotten World
Nov. 21	Swanepoel, "Past imperfect, present tense" Additional readings TBD – heritage in Tanzania? <i>Final edits due, discussion of projects</i>
<b>Week 15: Wrapping Up</b>	

Nov. 26	Giganto and Horlings, "Connecting African Diaspora and West African Historical Archaeologies"
Nov. 28	<i>Thanksgiving, no class</i>
<b>Week 16</b>	
Dec. 3	<b>Reflective Essay Due</b>