

ANT 3930: Introduction to African Archaeology Fall 2021 Syllabus

Tuesdays Period 7 - 8 (1:55 PM - 3:50 PM), Turlington 2342

Thursdays Period 7 (1:55 PM - 2:45 PM), Turlington 2353

Instructor: Dr. Kate Grillo

Office: Turlington B121

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Office Hours: Thursdays 10am-12pm (Zoom – please email in advance), alternate times and in-person office hours also available 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

Hicks, Dan. 2020. *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution*. Plato Press.

Logan, Amanda. 2020. *The Scarcity Slot: Excavating Histories of Food Security in Ghana*. University of California 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.)
- 30%: Creation of original article or substantive editing of existing article
- 5%: Short presentation
- 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.

I recognize that COVID-19 will likely throw the entire class into shambles in fairly short order. For now, I am requiring that everyone show up in person unless you are withheld from campus due to possible COVID-19 exposure or a positive COVID-19 test. If you are feeling sick, please DO NOT COME TO CLASS. I will be more than happy to make accommodations for anyone who cannot come to class – please email me. I ask that you all be patient as we collectively chart a reasonable and compassionate way forward. Right now I am not planning on recording classes or doing Hy-Flex, as our class is heavily discussion-based.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. I’m happy to make any necessary accommodations.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

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](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Schedule

Week 1: Introduction to African Archaeology	
Aug. 24	Course overview Wainaina, "How to write about Africa" (will read in class)
Aug. 26	Physical Geography
Week 2: Introduction, continued & Wikipedia Project!	
Aug. 31	Current cultural landscapes, History of African archaeology
Sept. 2	Grillo and Contreras, "Public Archaeology's Mammoth in the Room" <i>Start Wikipedia orientation: create account, sign up on class course page</i>
Week 3: Museums & Map quiz	
Sept. 7	*Hicks, <i>The Brutish Museums</i>
Sept. 9	MAP QUIZ <i>After your quiz: continue orientation by creating a user page and completing first three online training modules</i>
Week 4: Early & Middle Stone Ages	
Sept. 14	Foley, "Hominin evolution as the context for African prehistory" Kiura, "Stone Age Cultures of East Africa"
Sept. 16	Yong, "The New Story of Humanity's Origins in Africa" (<i>The Atlantic</i>) Scerri et al., "Did Our Species Evolve in Subdivided Populations across Africa?"
Week 5: Ethnoarchaeology, aDNA	
Sept. 21	Lane, "Barbarous Tribes" Pargeter et al. 2016, "Primordialism and the Pleistocene San of southern Africa" and replies <i>Come to class with your top three choices for your Wikipedia article (we'll discuss the list of potential topics in class and assign topics). After class, add your article to the class course page</i>
Sept. 23	Guest Lecture: Dr. Mary Prendergast, Rice University

	Coutinho et al., "DNA is key to unlocking ancient African past" Prendergast and Sawchuk: "Boots on the ground in Africa's ancient DNA 'revolution'"
Week 6: Focus on Wikipedia Project & Exam	
Sept. 28	<i>Exam Review and in-class Wikipedia editing</i>
Sept. 30	EXAM I
Week 7: The Sahara and Ancient Egypt	
Oct. 5	Video: Skeletons of the Sahara <i>After class, add 1-2 sentences (with at least one reference) to a Wikipedia page related to African archaeology</i>
Oct. 7	Egypt and Nubia Crawford, "Critique of the "Black Pharaohs" Theme"
Week 8: Pastoral Neolithic	
Oct. 12	The Pillar Sites Hildebrand et al. "A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya" <i>After class, compile a preliminary bibliography for your article and post to the article's talk page (or your own talk page if the article hasn't been created yet)</i>
Oct. 14	Luxmanda! <i>After class, complete "sandbox and mainspace" training module, post 3-4 paragraph summary article to sandbox</i>
Week 9: Iron Age & the Bantu Expansion	
Oct. 19	Farming and Furnaces! Neumann, "Development of Plant Food Production in the West African Savannas: Archaeobotanical Perspectives" Killick, "A global perspective on the pyrotechnologies of sub-Saharan Africa"
Oct. 21	De Maret: "Archaeologies of the Bantu Expansion" <i>Move summaries to main space, begin expanding</i>

Week 10: The Swahili Coast & Great Zimbabwe	
Oct. 26	Video: The Swahili Coast Wynne-Jones, 'The archaeology of the Swahili world'
Oct. 28	Great Zimbabwe Pikirayi, I. (2013). The Zimbabwe culture and its neighbours. Chirikure et al., "Elites and commoners at Great Zimbabwe..."
Week 11: Wikipedia Work and Exam	
Nov. 2	Exam Review <i>Complete "peer review" training module, peer review and copy-edit two articles</i>
Nov. 4	EXAM II
Week 12: Bokoni	
Nov. 9	Video: Forgotten Worlds <i>Complete two last training modules</i>
Nov. 11	<i>Homecoming – NO CLASS</i>
Week 13: West Africa and Atlantic Slavery	
Nov. 16	Thiaw, I., & Richard, F. An archaeological perspective on West Africa and the post-1500 Atlantic world Monroe, Urbanism on West Africa's Slave Coast
Nov. 18	African Diaspora Agbe-Davies, Where tradition and pragmatism meet: African Diaspora archaeology at the crossroads
Week 14: Case Study: Food Security in Ghana	
Nov. 23	*Logan, <i>The Scarcity Slot</i>
Nov. 25	<i>Thanksgiving – NO CLASS</i>
Week 15: Student Presentations	
Nov. 30	<i>Student Presentations</i>

Dec. 2	FINAL WIKIPEDIA EDITS DUE <i>Class topic TBD</i>
Week 16: Wrapping Up	
Dec. 7	Mire, 'Here's why we need more African archaeologists' Swanepoel, "Past imperfect, present tense"
Dec. 10 (Friday)	REFLECTIVE ESSAY DUE

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus