

**ANT 3930 / ANG 5930: Introduction to African Archaeology  
Fall 2023 Syllabus**

**Mondays** Period 10 (5:10 PM – 6:00 PM), Little Hall 0235

**Wednesdays** Period 10 - 11 (5:10 PM – 7:05 PM), Little Hall 0235

Instructor: Dr. Kate Grillo

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Office Hours: Fridays 10am-12pm and by appointment (email to schedule in advance)

### **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*. Pluto Press.

Logan, Amanda. 2020. *The Scarcity Slot: Excavating Histories of Food Security in Ghana*. University of California Press. Available as a free download online.

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%): Undergraduate students will take two exams, each worth 10% of their final grades. Exam formats will be discussed in class. Exams are for undergraduate students only; graduate students will write a final term paper instead. Graduate students will be assigned readings for exam days, and we will meet at a time convenient to all to discuss.

Wikipedia Contributions (40%): 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.)
- 20%: 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%. 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 (20% 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.

Final Paper, graduate students only: Graduate students will be required to write a final term paper, approximately 15-20 pages in length, on a topic of their choice. Additional information will be provided in class. This term paper will be worth 20% of your 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.

For now, I am requiring that everyone show up in person unless you sick. 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 may ask students to write short summaries of the readings for that week, for example, and turn those in before class the following week. Right now I am not planning on recording classes or doing Hy-Flex, as our class is heavily discussion-based.

## Course Schedule

<b>Week 1: Introduction to African Archaeology</b>	
Aug. 23	<p>Course overview and discussion of African geography</p> <p>Wainaina, B. 2005. How to write about Africa. <i>Granta</i> 92 (will read in class)</p>
<b>Week 2: Introduction, continued &amp; Map Quiz</b>	
Aug. 28	Current cultural landscapes
Aug. 30	<p>History of African archaeology</p> <p>Athreya, S. &amp; Ackermann, R. 2018. Colonialism and Narratives of Human Origins in Asia and Africa. In <i>Interrogating Human Origins: Decolonisation and the Deep Past</i> (M. Porr &amp; J. Matthews, Eds.). Abingdon: Routledge.</p> <p>MAP QUIZ</p>
<b>Week 3: Ways of Knowing: aDNA</b>	
Sept. 4	<i>Labor Day – NO CLASS</i>
Sept. 6	<p><i>No in-person meeting this week, but you'll need to be online</i></p> <p><b>5PM</b> Wikipedia orientation  <i>Create a user page and complete first three online training modules</i></p> <p>Grillo, K. M., &amp; Contreras, D. A. 2019. Public Archaeology's Mammoth in the Room: Engaging Wikipedia as a Tool for Teaching and Outreach. <i>Advances in Archaeological Practice</i>, 7(4), 435-442.</p> <p><b>6PM</b> Guest Lecture on Zoom: Dr. Mary Prendergast, Rice University</p>

	<p>Coutinho, A., Vicente, M., &amp; Schlebusch, C. 2020. DNA is the key to unlocking our ancient African past. <i>The Biochemist</i>, 42(1), 12-17.</p> <p>Prendergast, M. E., &amp; Sawchuk, E. 2018. Boots on the ground in Africa's ancient DNA 'revolution': archaeological perspectives on ethics and best practices. <i>Antiquity</i>, 92(363), 803-815.</p>
<b>Week 4: Ways of Knowing: Ethnoarchaeology and Materiality</b>	
Sept. 11	<p>Lane, P. 2005. Barbarous tribes and unrewarding gyrations? The changing role of ethnographic imagination in African archaeology. In <i>African Archaeology: a critical introduction</i> (A. Stahl, Ed.). Malden, MA: Blackwell Publishing.</p> <p>Forssman, T., 2020. Southern Africa's Later Stone Age and Hunter-Gatherer Ethnography. In <i>Oxford Research Encyclopedia of Anthropology</i>.  <a href="https://doi.org/10.1093/acrefore/9780190854584.013.27">https://doi.org/10.1093/acrefore/9780190854584.013.27</a></p>
Sept. 13	* Hicks, D. 2020. <i>The Brutish Museums</i> . London: Pluto Books.
<b>Week 5: Early &amp; Middle Stone Ages</b>	
Sept. 18	<p>Foley, R.A., 2013. Hominin evolution as the context for African prehistory. <i>The Oxford Handbook of African Archaeology</i>, pp. 269-87.</p> <p>Sahle, Y. 2020. Eastern African Stone Age. In <i>Oxford Research Encyclopedia of Anthropology</i>. DOI: 0.1093/acrefore/9780190854584.013.53</p>
Sept. 20	<p>Yong, "The New Story of Humanity's Origins in Africa" (<i>The Atlantic</i>)  <a href="https://www.theatlantic.com/science/archive/2018/07/the-new-story-of-humanitys-origins/564779/">https://www.theatlantic.com/science/archive/2018/07/the-new-story-of-humanitys-origins/564779/</a></p> <p>Scerri, E. M., Thomas, M. G., Manica, A., Gunz, P., Stock, J. T., Stringer, C., Grove, M., Groucutt, H.S., Timmermann, A., Rightmire, G.P., d'Errico, F., Tryon, C.A., Drake, N.A., Brooks, A.S., Dennell, R.W., Durbin, R., Henn, B.M., Lee-Thorp, J., de Menocal, P., Petraglia, M.D., Thompson, J.C., Scally, A., Chikhi, L. 2018. Did our species evolve in subdivided populations across Africa, and why does it matter? <i>Trends in Ecology &amp; Evolution</i>, 33(8), 582-594.</p> <p>Required for graduate students:</p>

	<p>McBrearty, S. and Brooks, A.S., 2000. The revolution that wasn't: a new interpretation of the origin of modern human behavior. <i>Journal of Human Evolution</i>, 39(5), pp.453-563.</p> <p>Scerri, E.M. and Will, M., 2023. The revolution that still isn't: The origins of behavioral complexity in Homo sapiens. <i>Journal of Human Evolution</i>, 179, p.103358.</p>
<b>Week 6: Focus on Wikipedia Project &amp; Exam</b>	
Sept. 25	<p><i>Exam Review and in-class Wikipedia editing</i></p> <p><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></p>
Sept. 27	EXAM I
<b>Week 7: The Sahara and Ancient Egypt</b>	
Oct. 2	<p>Video: Skeletons of the Sahara</p> <p><i>After class, add 1-2 sentences (with at least one reference) to a Wikipedia page related to African archaeology</i></p>
Oct. 4	<p>Egypt and Nubia</p> <p>Emberling, G., 2011. <i>Nubia: ancient kingdoms of Africa</i>. Institute for the Study of the Ancient World at New York University.</p> <p>O'Connor and Reid, 2003. Introduction: Locating Ancient Egypt in Africa: Modern Theories, Past Realities. In <i>Ancient Egypt in Africa</i>, O'Connor and Reid, eds. Routledge.</p>
<b>Week 8: Pastoral Neolithic</b>	

Oct. 9	<p>Robertshaw, P., 2021. Archaeology of early pastoralism in East Africa. In <i>Oxford Research Encyclopedia of African History</i>.</p> <p><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></p>
Oct. 11	<p>The Pillar Sites and Luxmanda!</p> <p>Hildebrand, E.A., Grillo, K.M., Sawchuk, E.A., Pfeiffer, S.K., Conyers, L.B., Goldstein, S.T., Hill, A.C., Janzen, A., Klehm, C.E., Helper, M. and Kiura, P., 2018. A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya. <i>Proceedings of the National Academy of Sciences</i>, 115(36), pp.8942-8947.</p> <p>Grillo, K.M., Prendergast, M.E., Contreras, D.A., Fitton, T., Gidna, A.O., Goldstein, S.T., Knisley, M.C., Langley, M.C. and Mabulla, A.Z., 2018. Pastoral Neolithic settlement at Luxmanda, Tanzania. <i>Journal of Field Archaeology</i>, 43(2), pp.102-120.</p> <p><i>After class, complete "sandbox and mainspace" training module, post 3-4 paragraph summary article to sandbox</i></p>
<b>Week 9: Iron Age &amp; the Bantu Expansion</b>	
Oct. 16	<p>Farming and Furnaces!</p> <p>Neumann, K. 2018. Development of Plant Food Production in the West African Savannas: Archaeobotanical Perspectives. In <i>Oxford Research Encyclopedia of African History</i>.</p> <p>Bandama, F., 2020. Preindustrial Mining and Metallurgy in Africa. In <i>Oxford Research Encyclopedia of Anthropology</i>.</p>
Oct. 18	<p>De Maret, P. 2013. Archaeologies of the Bantu Expansion. In <i>The Oxford Handbook of African Archaeology</i> (P. Lane &amp; P. Mitchell, Eds.). Oxford: Oxford University Press.</p> <p>Patin, E., Lopez, M., Grollemund, R., Verdu, P., Harmant, C., Quach, H., Laval, G., Perry, G.H., Barreiro, L.B., Froment, A. and Heyer, E.. 2017. Dispersals and genetic adaptation of Bantu-speaking populations in Africa and North America. <i>Science</i>, 356(6337), pp.543-546.</p>

	<p>de Luna, K.M., 2017. Conceptualizing vegetation in the Bantu Expansion: Reflections on linguistics in central African history. <i>Quaternary International</i>, 448, pp.158-168.</p> <p><i>Move summaries to main space, begin expanding</i></p>
<b>Week 10: The Swahili Coast &amp; Great Zimbabwe</b>	
Oct. 23	<p>Video: The Swahili Coast</p> <p>Wynne-Jones, S. 2020. The Archaeology of the Swahili World. In <i>Oxford Research Encyclopedia of African History</i>. DOI: 10.1093/acrefore/9780190277734.013.257</p>
Oct. 25	<p>The Swahili Coast, continued</p> <p>Great Zimbabwe</p> <p>Pikirayi, I., Sulas, F., Chirikure, S., Chikumbirike, J. and Sagiya, M.E., 2023. The Conundrum of Great Zimbabwe. <i>Journal of Urban Archaeology</i>, 7, pp.95-114.</p> <p>Chirikure, S., Mukwende, T. and Taruvinga, P., 2016. Post-colonial heritage conservation in Africa: perspectives from drystone wall restorations at Khami World Heritage site, Zimbabwe. <i>International Journal of Heritage Studies</i>, 22(2), pp.165-178.</p>
<b>Week 11: Wikipedia Work and Exam</b>	
Oct. 30	<p>Exam Review</p> <p><i>Complete "peer review" training module, peer review and copy-edit two articles</i></p>
Nov. 1	EXAM II
<b>Week 12: Bokoni</b>	

Nov. 6	<p>Video: Forgotten Worlds</p> <p><i>Complete two last training modules</i></p>
Nov. 8	<p>Delius, P., Maggs, T. and Schoeman, M., 2012. Bokoni: Old structures, new paradigms? Rethinking pre-colonial society from the perspective of the stone-walled sites in Mpumalanga. <i>Journal of Southern African Studies</i>, 38(2), pp.399-414.</p> <p>Davies, M., Folorunso, C.A., Kipruto, T.K., M'Mbogori, F.N., Moore, H.L., Orijemie, E.A. and Schoeman, A., 2016. The 'useable' archaeology of African farming systems. In <i>African archaeology without frontiers: Papers from the 2014 PanAfrican Archaeological Association Conference</i> (pp. 1-31). Johannesburg: Wits University Press.</p>
<b>Week 13: West Africa and Atlantic Slavery</b>	
Nov. 13	<p>Thiaw, I., &amp; Richard, F. 2013. An archaeological perspective on West Africa and the post-1500 Atlantic world. In <i>The Oxford Handbook of African Archaeology</i> (P. Lane &amp; P. Mitchell, Eds.). Oxford: Oxford University Press.</p> <p>Monroe, J.C., 2011. Urbanism on West Africa's slave coast: Archaeology sheds new light on cities in the era of the Atlantic slave trade. <i>American Scientist</i>, 99(5), pp.400-409.</p>
Nov. 15	<p>African Diaspora</p> <p>Kelly, K. 2013. Connecting the archaeologies of the Atlantic World. In <i>The Oxford Handbook of African Archaeology</i> (P. Lane &amp; P. Mitchell, Eds.). Oxford: Oxford University Press.</p> <p>Singleton, T.A., 2016. Slavery, liberation, and emancipation: constructing a postcolonial archaeology of the African diaspora. <i>Handbook of Postcolonial Archaeology</i>, 3, p.185-198.</p>
<b>Week 14: Case Study: Food Security in Ghana</b>	
Nov. 20	<p>* Logan, A.L., 2020. <i>The Scarcity Slot</i>. University of California Press.</p>

Nov. 22	<i>Thanksgiving – NO CLASS</i>
<b>Week 15: Student Presentations</b>	
Nov. 27	<i>Student Presentations</i>
Nov. 29	FINAL WIKIPEDIA EDITS DUE  <i>Class topic TBD</i>
<b>Week 16: Wrapping Up</b>	
Dec. 4	Mire, S. 2020. Here’s why we need more African archaeologists. <i>The Guardian</i> , 1031.  Swanepoel, N., 2016. Past imperfect, present tense: the archaeology of Africa's past 200 years. <i>Azania: Archaeological Research in Africa</i> , 51(1), pp.3-23.
Dec. 6	REFLECTIVE ESSAY DUE
Monday Dec. 11	Graduate student final papers due

### **Additional Info**

#### ***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.bluer.com/ufl/](https://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

### ***Student Concerns***

If students have concerns about classroom issues, disagreements or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record, in classes without TAs, this may be the departmental course coordinator [if applicable] or the department chair. Their contact information can be found on the syllabus or on the program's website at [anthro.ufl.edu](https://anthro.ufl.edu). That email should include a clear description of the student's concern, and any supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds <https://www.ombuds.ufl.edu>.

### ***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. No use of ChatGPT or other AI software is permitted.

### ***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.

### ***Additional Remarks***

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

## **Campus Resources:**

### **Health and Wellness**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **Academic Resources**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* <https://guides.uflib.ufl.edu/anthropology>

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).