

ANT4930/ ANG6930  
Fall 2014  
Steven A. Brandt

## **AFRICAN ARCHAEOLOGY**

### **Course Description**

The main objective of this class is to provide students with a solid understanding of the importance of Africa for providing critical information on the evolution of modern human cultural behavior. Spanning some 2.6 (and soon to be 3.1) million years, Africa provides the longest archaeological record in the world, and as such the longest record of human bio-cultural development. It furnishes evidence for the earliest representatives of the human family (and for that matter the earliest evidence of every major stage of human evolution), the first artifacts, the most complete account of the development of a hunting/gathering way of life; the world's first composite tools, some of the world's earliest rock art, unique forms of food production (pastoralism and agriculture); some of the world's most complex civilizations; the staging area for the African Diaspora; and a living laboratory for the archaeological study of contemporary societies (i.e. ethnoarchaeology). I argue that students cannot understand the diversity of **contemporary** African peoples without knowing how this diversity developed over time and space.

The class will be taught in a hybrid lecture/symposium format where formal lecture will give way to class discussion(s) of a specific issue(s).

### **Prerequisites**

You are expected to have taken a course equivalent to ANT 2000 (General Anthropology), and/or ANT 2140 (World Archaeology), and/or another Upper Division archaeology course. If you have not had at least one of these courses, you can still take the course, but I **strongly advise** you to read at least one introductory archaeology text such (e.g. Thomas, D.H. and R. Kelly 2007. *Archaeology: Down to Earth*. 3<sup>rd</sup> Edition. NY. Thomsen) as I will expect you to be familiar with the basics of archaeological method and theory and world prehistory.

### **Lectures, Office Hours and Contacts:**

- Lectures/Discussions: T 3:00-4:55 pm (per.8-9) & Th 3:00-3:50 pm (per. 8); 1105 Turlington (but the time and room may change)
- Office hours: T and Th 2-3:00 pm, B368 Turlington Hall (or by appointment)
- Office: 352-294-7599; Lab: 294-7579 email: sbrandt@ufl.edu; web site TBA

### **Required Texts, Readings and Viewing**

- Barham, L and P. Mitchell 2009. *The First Africans*. Cambridge: Cambridge University Press.
- Marlowe, F. 2010 *The Hadza*. Berkeley: University of California Press.
- Selected articles and book chapters in pdf format uploaded to E-Learning (max. 1-2/week for undergrads – more for grads).
- Selected videos, web sites, podcasts and other media

### **Recommended Texts (more to be listed)**

- Deacon, H.J. and J. Deacon 1999. *Human Beginnings in South Africa: Uncovering the Secrets of the Stone Age*. Walnut Creek: Altamira Press.
- Phillipson, D. 2005. *African Archaeology*. Cambridge: Cambridge University Press. 3<sup>rd</sup> Edition.
- Schmidt, P. and R. McIntosh 1996. *The Plundering of Africa's Past*. Bloomington: Indiana University Press.

### **Recommended Journals (UF Library has hard and electronic copies)**

- *Journal of African Archaeology*
- *African Archaeological Review*
- *Azania*

### **Web Sources (TBA)**

### **Examinations and Grading**

Grades will be based on: 1) Discussion notes turned in each week + class participation (14x20 pts =280); 2) two “assignments” involving more extensive notes and discussions (2 x 20 pts = 40); and 3) a research paper of your choice (but cleared first by me – more on this later). For Undergrads the paper should be ~10-15 double-spaced pages in length (more or less), while Grads should plan on ~ 15-25 pages. The paper will be due the last day of class (there is no “Final Exam”). On that day, each student will also present to the class a (max) 25 minute PP overview of her/his paper. Total points = 400. Your grade will be based on the percentage of 400 points as follows:

A	94-100%
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	65-69
D	60-63
E	<60%

**Attendance:** Attendance is mandatory. Failure to attend lectures without an official excuse (see below) will result in the loss of points, as follows:

- |              |                                        |
|--------------|----------------------------------------|
| ▪ 1 missed   | 0 points subtracted from total points  |
| ▪ 2 missed   | 30 points subtracted from total points |
| ▪ 3rd missed | 60 points subtracted from total points |
| ▪ 4th missed | <b>Automatic E for the course</b>      |

### **Official UF, Medical Or Religious Absences And Make-Up Exams**

Except for medical/disability reasons, religious reasons or official university business, there will be **no** makeup exams or excused absences. A letter signed by a physician or a university official must be obtained **before** a makeup exam will be scheduled or an absence excused. Likewise, any religious reason for missing an exam or section must also be discussed with the professor and/or TA **before** a makeup exam will be scheduled or an absence excused. If you have a disability that could affect your class performance, please discuss this with the professor or TA during the first week of class.

### **Cheating**

Needless to say, cheating in any way will not be tolerated and will result in a 0 exam score and/or possible dismissal from the course.

## Schedule Of Lectures, Discussions, Readings, Videos And Other Media

- = Required Weekly Notes on Readings, Videos, Assignments, etc.

### Part 1: Background to African Archaeology and the African Continent

- Week 1: 8/26; Introductory Remarks; Requirements of the Course.
  - Watch all six videos of the BBC “Wild Africa” series at your leisure. They are available on-line for free through Netflix.com or Amazon Prime (Please let me know asap if you are having any problems seeing them).
    - For each video write short notes (~2-3 typed single spaced pages in total for all six): summarizing what you think are the most important points the documentary is trying to convey to the audience. Also note each of their strengths and weaknesses/problems
  - First Assignment: Read the entire Hadza book over the next 3 weeks.
    - Prepare written notes summarizing each chapter (~half page single spaced per chapter) as to: 1) the main point(s) the author is trying to get across; 2) what relevance they have to understanding what makes us “human”; and 3) what aspects of the lifeway/behavior portrayed in the chapter is potentially visible in the archaeological record, and how?
- Week 2: 9/2; A Brief History of African Archaeology; Lithic Technology; Modern and Paleoenvironments; Spatial and Chronological Frameworks
  - First Africans Ch 1-2; BBC *Wild Africa* videos
    - Provide short notes (max 2-3 pages) summarizing this week’s readings and videos. *Wild Africa* notes are to be emailed to me by the beginning of class. *First African* notes are due by the beginning of next week’s class on 9/9, but at least please try to read the chapters by 9/2.

### Part 2: What Does it Mean to Be a “Modern Human”?

- Week 3: 9/9 - a) Spatial and Chronological Frameworks Continued; b) Chimpanzees and Bonobos: What can they tell us about Human Bio-Cultural Evolution?
- Week 4: 9/16 - How Does Hadza Hunter-Gatherer Behavior Differ From Chimps And Bonobos?
  - Turn in Assignment 1 Notes
  - Discussion of Assignment 1

### Part 3: Becoming Hominin: Reconstructing Early Hominin Behavior from the Fossil and Archaeological Record

- Week 5: 9/23 - Australopithecines, earliest *Homo* and the Earliest Archaeological Record of the Plio-Pleistocene: Mode 1, the Oldowan Technocomplex and The Early Stone Age (ESA)
- Week 6: 9/30 - Early *Homo*, Mode 2 and the Acheulian Technocomplex of the Early and Middle Pleistocene (pre OIS and OIS 22-12 (~900-427 ka))

### Part 4: Becoming Human: Reconstructing Early Modern Human Behavior from the Fossil and Archaeological Record

- Week 7: 10/9 - Later *Homo*, Mode 3 and the early Middle Stone Age (MSA) of OIS 10-6 (~360-127 ka)
- Week 8: 10/16 - *Homo sapiens*, the MSA of OIS 5 (~ 127-71 KA) and Early Archaeological Evidence for “Modernity”
- Week 9: 10/21- Mode 4/5, the MSA/Later Stone Age (LSA) “Transition” and OIS 4-3 (~71-24 ka)

### Part 5: The Establishment of Alternative Lifeways to Hunting/Gathering: Food Production (Pastoralism and Farming) and its Consequences

- Week 10: 10/28 - LSA Hunter-Gatherer Adaptations to the Last Glacial Maximum at the end of the Pleistocene (OIS 2 ~24-11 ka) and the early African Humid Period of the early Holocene (early OIS 1 ~11- 7 ka)
- Week 11: 11/4 - “Neolithic” Pastoralists & Farmers of the mid Holocene African Humid Period (mid OIS 1 ~7-3 ka)

*Part 6: Social/Political Complexity and its Consequences: The Rise of “Complex Societies” and “Civilizations” in the Mid-Late Holocene (late OIS 1 ~ 3000 BCE – 1000 AD)*

- Week 12: 11/11 - The Egyptian Pre-Dynastic and the early Egyptian State
- Week 13: 11/18 - Early Polities of the Middle Nile and the Northern Horn of Africa
- Week 14: 11/25 - The early “Iron Age” and the Establishment of Complex Societies in Sub-Saharan Africa
- Week 15: 12/2 - The late “Iron Age” and Polities of Sub-Saharan Africa during the last 2000 years.

*Week 16: 12/9: Class Presentation of Papers*