

Anthropology 453/553
AFRICAN ARCHAEOLOGY
MONDAY-WEDNESDAY 9:00-10:50
Condon 204

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Course Description:

Modern Africa is home to an extraordinary diversity of peoples and cultures. In this class, we explore the foundations, development and fluorescence of African societies, with a primary focus on the last 15,000 years. We will cover topics including the adoption of agricultural lifeways; the origins of village communities; Saharan and Indian Ocean trading networks; the unique political structures of African states and empires; the development of ancient democracies; and the effects of the Atlantic slave trade.

Learning Outcomes: Following successful completion of this course, students will be able to:

- Describe the major transformations in societies throughout Africa from the end of the Pleistocene through the colonial era.
- Evaluate the data from major archaeological sites used to reconstruct the African past.
- Describe how archaeologists articulate material culture evidence with linguistics, oral history, and textual records

Readings (Required for All Students):

All readings are available as PDF files through the course canvas site

Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course structure that result in disability related barriers to your participation. You may also wish to contact the Office of Accessible Education in 164 Oregon Hall (346-1155, uoaec@uoregon.edu). Their advisers can help you acquire a letter verifying your disability.

Inclusion Statement

The College of Arts and Sciences at the University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression or any other consideration not directly and substantively related to effective performance. If you feel that you have encountered discrimination or harassment, please inquire at the Office of Affirmative Action & Equal Opportunity (<http://aaeo.uoregon.edu>, 541-346-3123) for information on your rights, options, and resources. Confidentiality for all parties is respected to the extent possible.

Academic Integrity

I take academic integrity very seriously: please review the University's Academic Honesty Policy and contact me if you have any questions.

Office Hours and Email

I am always happy to meet with you during my office hours. If you cannot make my office hours, please contact me to set up an alternate meeting time. If you email me, I will try to respond promptly, but it is not always possible for me to do so. Please use a formal tone in your emails, and be sure to include the course number in the subject line.

Class Etiquette and Computer Use

It is essential that we all work together to create a favorable learning environment. Disruptions during class (including texting, movement in and out of the room, playing games on handheld devices, etc.) affect the learning experience of everyone in the room. Please be prepared to turn your cell phone and other electronic gadgets off and sit through the entire lecture. Laptop computers may be used in the first or last row of class, provided that they are used exclusively for course-related purposes.

Grading

I do not anticipate a curve for this class. The grading scale to be used is as follows:

A+ = 97.5-100%	A = 92.5-97.4%	A- = 90-92.4%
B+ = 87.5-89.9%	B = 82.5-87.4%	B- = 80-82.4%
C+ = 77.5-79.9%	C = 72.5-77.4%	C- = 70-72.4%
D+ = 67.5-69.9%	D = 62.5-67.4%	D- = 60-62.4%
F = 59.9% or below		

If the class is taken P/NP, a C- or higher is required to pass the course

Expected levels of performance:

A+ Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

REQUIREMENTS FOR ANTH 453 (UNDERGRADUATES)

Final grades for Anth 453 will be based on the following:

- Midterm Exam: 35%
- Final Exam: 35%
- Reading Analyses: 5% each (total 30%)

Exams: Two non-cumulative exams will be given in class. Exams will be essay format, and while you will be provided with the possible questions in advance, the exams will be closed book. No make-up exams will be offered.

Reading Analyses: You will be asked to write short analyses of the class readings. These are NOT meant to be summaries, but rather an opportunity for you to think critically about the meaning and implications of the work. There will be eight reading assignments offered, each covering two days worth of readings. You will be provided with a question for each day, and asked to write two short (ca. 250-300 word) responses. Analyses may be written informally, in a conversational tone, but should be carefully edited for spelling and grammar. Analyses may be handwritten (legibly) or printed out. Essays submitted over email/in electronic format (including late essays) will not be accepted. Your six highest reading analysis scores will count in your final grade. The dropped scores can be your lowest grade(s) if you turn in seven or eight analyses, or you may opt to only turn in six analyses.

REQUIREMENTS FOR ANTH 553 (GRADUATE)

Final grades for Anth 553 will be based on the following:

- Midterm Exam: 23%
- Final Exam: 24%
- Reading Analyses: 4% each (total 28%)
- Research Paper: 25%

Exams: Two non-cumulative exams will be given in class. Exams will be essay format, and while you will be provided with the possible questions in advance, the exams will be closed book. No make-up exams will be offered.

Reading Analyses: You will be asked to write short analyses of the class readings. These are NOT meant to be summaries, but rather an opportunity for you to think critically about the meaning and implications of the work. There will be eight reading assignments offered, each covering two days worth of readings. You will be provided with a question for each day, and asked to write two short (ca. 375-500 word) responses. Analyses may be written informally, in a conversational tone, but should be carefully edited for spelling and grammar. Analyses may be handwritten (legibly) or printed out. Essays submitted over email/in electronic format (including late essays) will not be accepted. Your seven highest reading analysis scores will count in your final grade. The dropped score can be your lowest grade if you turn in eight analyses, or you may opt to only turn in seven analyses.

Research Paper: You are expected to complete a twenty page research paper on a topic of your choosing related to African Archaeology. The topic will be developed in collaboration with the course professor, and you are expected to have a strong thesis. At least 10 peer-reviewed articles should be incorporated into the paper, although most students will include significantly more. It is expected that this paper will demonstrate direct engagement with the archaeological record by drawing on primary data presentations and the ability to utilize these data in an anthropological context. More information on the research paper will be disseminated the second week of class.

Note on Attendance and Participation: It is expected that graduate students will model academic engagement in the classroom.

CLASS TOPICS AND READINGS

April 3: Introduction to African Archaeology

April 5: Questions in African Archaeology

- Readings: McCann 1999, excerpt from *Green Land, Brown Land, Black Land*. Heinemann, Portsmouth NH, pp. 2-22.
Monroe 2013, Power and Agency in Precolonial African States, *Annual Review of Anthropology* 42 (2013): 17-35.

April 10: Early Modern Humans and LSA Foragers in Africa

Reading Analysis 1 Due

- Readings: Barham and Mitchell 2008, excerpt from *The First Africans*. Cambridge University Press, Cambridge, pp. 260-307
Clark and Kandel 2013, The evolutionary implications of variation in human hunting strategies and diet breadth during the Middle Stone Age of southern Africa. *Current Anthropology* 54: S269-S287.
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The following syntheses will be useful references for class material through May 3. As their content cross-cuts multiple classes, you may choose to read them in advance, read the appropriate parts with each class, or use them to help review for the midterm exam.

- Dueppen 2016, The Archaeology of West Africa, ca. 800 BCE to 1500 CE. *History Compass* 14: 247-263.
MacDonald 2013, Complex Societies, Urbanism, and Trade in the Western Sahel, in P. Mitchell and P. Lane, (eds) *The Oxford Handbook of African Archaeology*, Oxford University Press, Oxford, pp. 829-44.
Ogundiran 2013, Towns and States of the West African Forest Belt, in P. Mitchell and P. Lane, (eds) *The Oxford Handbook of African Archaeology*, Oxford University Press, Oxford, pp. 859-874.215
Ozainne 2014, West and Central African Neolithic: Geography and Overview. In *Encyclopedia of Global Archaeology*, Springer, New York, pp. 7744-7759
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April 12: Origins of Food Production in the Sahara

- Readings: Serrano et al. 2008, Lakeside cemeteries in the Sahara: 5000 years of Holocene population and environmental change. *Plos One* 3(8): 1-22
di Lernia et al. 2013, Inside the "African Cattle Complex": Animal Burials in the Holocene Central Sahara. *Plos One* 8(2): e56879. doi: 10.1371/journal.pone.0056879

April 17: Early West African Farmers

Reading Analysis 2 Due

****Deadline for Graduate Students to choose their paper topic****

- Readings: Watson 2010, Within savanna and forest: a review of the late Stone Age Kintampo tradition, Ghana. *Azania: Archaeological Research in Africa* 45: 141-174.

April 19: Urbanism in Nigeria

Readings: Agbaje-Williams, B. 2005, Yoruba Urbanism: The Archaeology and Historical Ethnography of Ile-Ife and Old Oyo, In A. Ogundiran (ed) *Precolonial Nigeria: Essays in Honor of Toyin Falola*, African World Press, Trenton, pp. 215-40.

April 24: Islam and Trade in the Eastern Niger Bend**Reading Analysis 3 Due**

Readings: Takezawa and Cissé 2012, Discovery of the earliest royal palace in Gao and its implications for the history of West Africa. *Cahiers d'études africaines* 212: 813-844.

April 26: Urbanism in Mali

Readings: McIntosh and McIntosh 1993, Cities without citadels: understanding urban origins along the Middle Niger. In *The Archaeology of Africa: Foods, Metals and Towns*, Edited by T. Shaw, P. Sinclair, B. Andah, and A. Okpoko, pp 622-641. Routledge, London.

May 1: Complexity in the Voltaic Region**Reading Analysis 4 Due**

Readings: Dueppen 2012, From kin to great house: inequality and communalism at Iron Age Kirikongo, Burkina Faso. *American Antiquity* 77: 3-39.

May 3: MIDTERM EXAM**May 8: East African Pastoral Neolithic**

Readings: Grillo and Hildebrand 2013, The context of early megalithic architecture in eastern Africa: the Turkana Basin c. 5000-4000 BP. *Azania: Archaeological Research in Africa* 48(2): 193-217.

May 10: Aksum

Readings: Phillipson 2013, Complex Societies of the Ethiopian/Eritrean Highlands and their Neighbors, In P. Mitchell and P. Lane, (eds) *The Oxford Handbook of African Archaeology*, Oxford University Press, Oxford, pp. 799-816.
Harrower and D'Andrea 2014, Landscapes of State Formation: Geospatial Analysis of Aksumite Settlement Patterns (Ethiopia). *African Archaeological Review* 31(3): 513-541.

May 15: Bantu Africa**Reading Analysis 5 Due**

Readings: Kahlheber et al. 2009, Early Plant Cultivation in the Central African Rain forest: First Millennium BC Pearl Millet from South Cameroon. *Journal of African Archaeology* 7(2): 253-272
de Maret, P. 2013, Archaeologies of the Bantu Expansion, in P. Mitchell and P. Lane, (eds) *The Oxford Handbook of African Archaeology*, Oxford University Press, Oxford, pp. 627-644.

May 17: Archaeology of the Great Lakes

- Readings: Reid 2013, The Emergence of States in Great Lakes Africa, in P. Mitchell and P. Lane, (eds) *The Oxford Handbook of African Archaeology*, Oxford University Press, Oxford, pp. 887-900.
- Robertshaw 2010, Beyond the Segmentary State: Creative and Instrumental Power in Western Uganda. *Journal of World Prehistory* 23: 255-269

May 22: Swahili Cities

Reading Analysis 6 Due

- Readings: Kusimba 2016, The Swahili and globalization in the Indian Ocean, in T. Hodos (ed.) *The Routledge Handbook of Archaeology and Globalization*, Oxford University Press, Oxford.
- Wynne-Jones and Fleisher 2014, Swahili urban spaces of the eastern African coast, in Creekmore and Fisher (eds.) *Making Ancient Cities: Space and Place in Early Urban Societies*. Cambridge University Press, Cambridge, pp. 111-144.

May 24: Southern African States

- Readings: Chirikure et al. 2013, New pathways of sociopolitical complexity in Southern Africa, *African Archaeological Review* 30: 339-366.

May 29: Memorial Day- NO CLASS

May 31: Madagascar

- Readings: Radimilahy and Crossland 2015, Situating Madagascar: Indian Ocean dynamics and archaeological histories. *Azania: Archaeological Research in Africa* 50(4), 495-518.

June 5: Atlantic West Africa I

Reading Analysis 7 Due

- Readings: Lovejoy 2000, excerpt from *Transformations in Slavery*. Cambridge University Press; Cambridge, pp. 1-23.
- Thiaw and Richard 2013, An Archaeological Perspective on West Africa in the Post-1500 Atlantic World, in P. Mitchell and P. Lane, (eds) *The Oxford Handbook of African Archaeology*, Oxford University Press, Oxford, pp. 887-900.

June 7: Atlantic West Africa II and Summation

Reading Analysis 8 Due

GRADUATE STUDENT RESEARCH PAPERS DUE

- Readings: Thiaw 2012 Atlantic Impacts on Inland Senegambia: French Penetration and African Initiatives in Eighteenth and Nineteenth-Century Gajaaga and Bundu (Upper Senegal River), *Power and Landscape in Atlantic West Africa: Archaeological Perspectives*, Cambridge University Press, Cambridge, pp. 49-77.
- Norman 2012 From the Shadow of an Atlantic Citadel: An Archaeology of the Huadan Countryside, In *Power and Landscape in Atlantic West Africa: Archaeological Perspectives*, Cambridge University Press, Cambridge, pp. 142-68.

FINAL EXAM: 10:15-12:15, Tuesday, June 13