Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences
Department: African Archaeology: Precolonial Urban Culture
Prefix: AFR
Number: 366
Title: ASB 366 (African Archaeology: Precolonial Urban Culture)
Units: 3

Is this a cross-listed course? Yes
If yes, please identify course(s): African Archaeology: Precolonial Urban Culture

Is this a shared course? No
If so, list all academic units offering this course: African Archaeology: Precolonial Urban Culture

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes

Course description: This course provides an overview of evidence relating to dynamics of civilizations in ancient Africa, their foundation, growth, and failure, which spans a period of two million years, though this course emphasizes upon the last ten thousand years. The themes to be address include: sources of African past, history of archaeology in Africa, overview of human origin, the emergence of agriculture and settled communities, ancient African metallurgy, trans-Saharan trade, and Islam, cities and states formation in Africa, colonial settlements, and material culture.

Requested designation: Global Awareness-G
Note: a separate proposal is required for each designation requested.

Eligibility:
Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnisub courses, contact Phyllis Lucce@asu.edu or Lauren Leos@asu.edu.

Submission deadlines are as follows:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist:
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (M)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social/Behavioral Sciences core courses (SB)
- Natural Sciences core courses (NS)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Desi Usman
E-mail: usman@asu.edu
Phone: 480-727-7563

Rev. 4/2015
Department Chair/Director approval: (Required)

Chair/Director name (Typed): ________________________________ Date: ______________

Chair/Director (Signature): ________________________________
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
</tbody>
</table>
| ☒   | ☐  | 2. The course must match at least one of the following descriptions: (check all which may apply):
  a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**
  b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
  c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
  d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures."
Global Awareness [G]
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<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR</td>
<td>366</td>
<td>African Archaeology: Precolonial Urban Culture</td>
<td>Global Awareness (G)</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td></td>
<td>The course is an overview of evidence relating to dynamics of civilizations in ancient Africa in a comparative perspective.</td>
<td>Modules 1-2 teaches students to develop sensitivity to African perceptions of their own past and recognized the limitations of Eurocentric models of interpreting African past. Modules 3-5 deals with introduction of archaeology in Africa, human origin debate and evidence, and the beginning of agriculture in Africa. All these are discussed comparatively with development in other parts of the world and European contributions to African cases. Module 7 addresses the development of complex societies and urbanization in Africa and compare with other parts of the world. Module 9 is about long distance that link Africa with Europe and Mediterranean before the 15th and 19th century European contact.</td>
</tr>
</tbody>
</table>
African Archaeology: Pre-colonial Urban Culture

AFR 366/ASB 366

Spring 2015                      Class Time: TTH 3:00 – 4:15 PM
Instructor: Dr. Desi Usman       Room: Tempe COOR L1-84
Office hrs: Mon&Wed 9:30am-11:30am
Office: School of Social Transformation, African & African American Studies
(Wilson Hall, Rm. 156)
Phone: (480-727-7563)
Email: usman@asu.edu

SYLLABUS

Course Description

The course will provide an overview of evidence relating to dynamics of civilizations in ancient Africa, their foundation, growth, and failure, which spans a period of two million years, though with particular emphasis upon the last ten thousand years. The following themes will be addressed: Sources of African Past, History of archaeology in Africa, overview of human origin in Africa, the emergence of agriculture and settled communities, ancient African metallurgy, Trans-Saharan trade and Islam, Cities and states formation in the Middle Nile, Savanna and Forest regions of Africa, Early European contact in Africa, colonial settlements and material culture. Videos, Slide films will supplement the lecture and discussion formats. The course meets social/behavioral, historical and global requirements.

Aims: To examine through a coherent program of study and with the aid of primary and secondary source material (including recorded oral tradition) aspects of African civilization before 1850. To enable students explore the various methods used by Africanists to reconstruct the pre-colonial past and to pursue how these methods have revealed important themes in African history and the nature of pre-colonial African political, social and economic institutions.
Objectives: To allow students to:

- Develop sensitivity to African perceptions of their own past and have recognized the limitations of Eurocentric models of interpreting African past.
- Gain appreciation of archaeology and other primary sources for the study of African past and of the techniques for its recovery and reconstruction; in particular, to have developed an ability to assess the relative utility of these source materials, and to categorize and evaluate evidence from secondary sources.
- Learn how geography, climate, vegetation, soils and resources have affected the development of societies and cultures in Africa.
- Able to distinguish carefully the numerous and highly variable civilizations in Africa, their foundation, growth, and collapse.
- Obtain introductory knowledge of African studies and its importance to the overall cross-cultural and diverse educational experiences of students in higher educational institutions.

Required Texts:
The following books should be read according to the timetable set forth in the attached schedule. They are available at the University Bookstore on campus.


3. Other readings are available on Blackboard

Approaches to the course material and Examination
The course will follow four complementary approaches: (1) the lectures provide overviews of large themes and periods; they illustrate general points with examples and case studies. The lectures thus present the instructor’s interpretation of the subject but make no systematic attempt at comprehensive coverage of what happened; (2) the readings provide detail and texture to the themes and periods covered in lecture; (3) class discussions and reaction papers give students opportunity to contribute and ask questions about parts of the readings and lectures that either confuse or inspire their interest. (4) Finally, examinations consist of 3 sets of multiple-choice questions and short answers, 4 reaction papers on selected readings, and one map quiz on Africa.
Reaction papers: There will be 4 short reaction papers (100 points total or 25% of your grade). These papers must be formal in their structure and must be typed, double spaced, and well written. This is not a research paper. It is more of an opinion paper or reaction to a particular reading specified in the syllabus. The reaction paper should be about 2-3 pages in length. You are to provide a summary of the main subject, analyze its strengths, weaknesses, its thesis or argument, etc. Each paper should also raise one or more questions or issues for class discussion. The purpose of the reaction papers is for me to get a sense of your understanding of the subject, your critical thinking of the readings, and to enable you prepare for class discussions. Each reaction paper is due in my office a day prior to the seminar. For instance, if the seminar is on Tuesday, then your paper must be in by 2pm Monday. Again, make sure you keep a copy of the paper for yourself and for class discussion.

*** Note: No late papers accepted.

Take-Home Map Assignment:

Note: See 'Assignment' on blackboard for further information on the map assignment.

The take-home map assignment is designed to give you a reason to learn where many of the important countries, archaeological sites, and historical places in modern Africa are located. You will find this useful for class discussion. It will also enable you to complete the assigned readings more quickly and with greater understanding. Below is the instruction for the take-home assignment:

1. Print out a copy of the blank map of Africa showing national borders (see blackboard).
2. Locate the various African countries on the map (write the name of each country in the appropriate blank space on the map).
3. Print out the list of archaeological sites and important historical places provided to you (copy on blackboard). Note: the list contains 70 archaeological sites and historical places.
4. Place your sites/places in the appropriate country on your map. Don't write out the name of the site on your map. Instead, write the number that corresponds with the site/place from the list provided to you.
5. In short sentences, describe the importance of each of the archaeological sites or historical places.
Due date for the Map Assignment is Thursday March 26 by 5pm.  

Attendance/Participation:

Since both attendance and participation are required for the successful completion of this course, I will take attendance regularly. Remember, it is your responsibility to sign the attendance sheet everyday. If your name does not appear on the attendance sheet for any reason, you will not receive the attendance and participation points for that class. More than 3 absences will result in the lowering of your grade by a significant amount. I also expect you to read and be ready to contribute to the discussion and dialogue each and every day. Tardiness will also not be tolerated, so please come to class at the scheduled class time. If you come to class late on a consistent basis, your grade will be lowered accordingly. I understand that emergencies do sometimes occur; therefore, emergency absences will be excused at the discretion of the instructor. Please, notify me if you need to miss class because of sickness, a religious holiday, or some other legitimate excusable reason.

++ NO CELL PHONE (must be turned off while in class), NO TAPING OF LECTURE, NO FOOD in class.

Make-up exams. – Make-ups will be given only when exams are missed for unavoidable reasons, and when you provide documentation either before or immediately after the examination date. Sometimes it becomes necessary to make changes in the assignment schedule and requirements of the course. It is your responsibility to be in class if and when such announcements are made.  

You are responsible for getting me all of your work by the time and date it is due. All assignments are due by the end of class time on the assigned due date. Anything submitted after that time is considered late and will not be accepted. All assignments must be handed in to me in hardcopy and cannot be sent over e-mail.

Extra Credit (optional): I will allow you to write only one extra credit paper for 10 points on any of the selected videos shown in class. The paper should summarize the video including your personal reaction (one paragraph) at the end. The paper should be at least two-page long submitted to me in class (hardcopy) before the lecture at the next session. Your extra credit will be added to your total score at the end of the semester. Alternatively, there may be campus and community events on Africa this semester that you can choose to attend for the extra credit points. I will let you know whenever any such events is available on campus.
Requirements for superior achievement in the course (i.e. an A or better) include regular attendance with no unexplained absences, always completing the reading for each week before the class meeting, regular and active participation in discussions, and thoughtful and well-written reaction papers.

ACADEMIC DISHONESTY!

PLAGIARISM and other form of cheating will result in automatic failure, and may lead to students facing serious penalties imposed by the University. Please, read below.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Disability Policy Statement

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verifications of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Examination Requirement/Distribution:

- 4 reaction papers (25 points each) = 100 points total or 25%
- Take home Map Assignment: Map of Africa showing some important archaeological sites (50 points or 12.5%)
- Exams (3) = 70 points each (210 points total or 60%)
- Attendance/participation = 40 points or 10%

Total points = 400
The course grading scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100%</td>
<td>400-395</td>
<td>A+</td>
</tr>
<tr>
<td>95 avg</td>
<td>394-380</td>
<td>A</td>
</tr>
<tr>
<td>94-90 avg</td>
<td>379-360</td>
<td>A-</td>
</tr>
<tr>
<td>89-85 avg</td>
<td>359-340</td>
<td>B+</td>
</tr>
<tr>
<td>84-80 avg</td>
<td>339-320</td>
<td>B</td>
</tr>
<tr>
<td>79-77</td>
<td>319-308</td>
<td>B-</td>
</tr>
<tr>
<td>76-73</td>
<td>307-289</td>
<td>C+</td>
</tr>
<tr>
<td>72-70 avg</td>
<td>288-280</td>
<td>C</td>
</tr>
<tr>
<td>69-66 avg</td>
<td>279-265</td>
<td>D</td>
</tr>
<tr>
<td>&lt;66%</td>
<td>&lt;265</td>
<td>E</td>
</tr>
</tbody>
</table>

**Lecture, Readings Schedule, and Examinations**
The following schedule is subject to change. Any changes will be announced in class.

**Tue 1/13: Introduction to the course**
- Introduction: Review of Syllabus
- the Myth and the Fact, Basic Geography of Africa

Reading:

**Thu 1/15:** African civilization: The myth and the fact, and Geography contd.

**Tue 1/20**
**VIDEO:** Africa: Different but Equal, by Basil Davidson

**Thu 1/22: Sources of African Past**
(e.g., written documents, oral traditions: nature, uses and limitation)

Readings:
+ Philip Noss, ‘The Perception of history among the Gbaya of Cameroon,’(BB, p.28-33)
** Hamdun Said & Noel King, ‘Ibn Battuta’ (p.1-12 – Introduction) (Text)

** Tue 1/27:** Sources contd.
Archaeology: nature, uses and limitation
Readings:
-Fagan, 1998, People of the Earth, chp1 (BB)

** Thu 1/29:** Sources contd - Archaeology and its history in Africa

** Tue 2/3:** History of archaeology in Africa
+++ Seminar 1: (2-3 page reaction paper on Francoise Kense, 1990 cited below, and available on BB)
Readings:
+++ Francoise Kense 1990 - Archaeology in Anglophone West Africa (BB, p35-54).

** Thu 2/5:** Africa: Human Origin
Creative origins –the aesthetic and economic heritage of the Stone Age.
Readings:
+ Connah, ‘Africa: the birthplace of humanity,’ (BB, pp.72-83, 84-90, 91-97)

** Tue 2/10:** Human origin contd

** Thu 2/12:** VIDEO – Discovery of Lucy: Story of Human Origin

** Tue 2/17:**
Beginnings of Agriculture and Settled Community (ca. 5000-1000 B.C.)
Theories about the beginnings of Agriculture, and types of evidence used to infer agriculture
Readings:
-J.R. Harlan – ‘The tropical African cereals,’ in The Archaeology of Africa, p.53-60. BB

** Thu 2/19:** Agriculture contd.
+++ Seminar 2: (2-3 page reaction paper on Katharina Neumann cited below)
Readings:
Saturday 21 and Sunday 22:
****EXAMINATION 1 (exams cover materials from 1/13 through 2/19) Test available online (blackboard)
Test Open: 7am Saturday 2/21
Test Close: midnight Sunday 2/22

Tue 2/24: Origins and spread of metallurgy in Africa
Iron working in Africa: origin and spread of metallurgy in Africa, theory, technology, and socio-cultural context
Readings:
+ ‘The Power of Metal’ in Forgotten Africa by G. Connah (BB, p.125-128)

Thu 2/26
VIDEO: The Tree of Iron (by Peter Schmidt)
**** Map Assignment is DUE Today by 5pm

Tue 3/3: African states and cities, formation, growth, and collapse
Defining early urban culture in Africa
Readings:
** Graham Connah, African Civilization, Chapter 1 (Text)

Thu 3/5: Urbanism discussion
++ Seminar 3: (2-3 page reaction paper on Susan McIntosh 1999, cited below).
Readings:

Spring Break – 3/8 through 3/15: Class Excused

Tue 3/17: Introduction to the Middle Nile Valley, Early civilization of Nubia:
The kingdoms of Kush (Kerma, Napatan)
Readings:
** Graham Connah, African Civilization, Chapter 2 (Text)
Thu 3/19. Meroe: Middle Nile Civilization

Tue 3/24: Islam and Trans-Saharan Trade
Topics: Islam and Trans-Saharan Trade; their roles in the development of early West African states.
Readings:

Thu 3/26: VIDEO: Caravan Trade: Salt
Readings:

Saturday 3/28 and Sunday 3/29
**** EXAMINATION 2 (exams will cover materials from 2/24 through 3/26)
Available online.
Test Open: 7am, Sat 3/28
Test Close: midnight, Sun 3/29

Tue 3/31: The Sahara complex: West African Savanna Civilization (e.g., Jenne-Jeno)
Readings:
** Graham Connah, African Civilizations, Chapter 4 (Text)

Thu 4/2: The Sahara complex contd.
** Hamdun Said & Noel King –Ibn Battuta, pp. 29-75 (Text)

Tue 4/7: West African Forest Civilizations: Ife, Benin
Readings:
** Connah, African Civilization, Chapter 5 (Text)
+ Willet, F. Ife and Its Archaeology. BB

Readings:
** Connah, African Civilization, Chapter 5 (Text)
Willet, F. Ife and Its Archaeology. BB

** Tue 4/14: Great Zimbabwe**
Readings:
** Connah, African civilizations, chapter 7 (Text)**

** Thu 4/16: Great Zimbabwe contd.**

** Tue 4/21: East Africa, Islam, Trade, and the Indian Ocean**
--- The question of origins of the Swahili towns, Swahili coast, eye-witness accounts, island city states (e.g., Kilwa)
Readings
** Connah, African Civilization, Chapter 6 (Text)**
** Hamdun Said & Noel King, ‘Ibn Battuta’ (pp. 15-25) (Text)**

** Thu 4/23: East Africa contd (Swahili city state – Kilwa)**

** Tue 4/28: - Historical Archaeology – African-European Contact, Impact on African indigenous technology.**
++ Seminar 4 (2-3 page reaction paper on Philip De Barros, 2001, cited below)
Readings:
+ Mark Horton, ‘Historical Archaeology,’ (BB, p224-233)

** Thu 4/30: Conclusion**
--- What are the common denominators of early African urbanism?
** Graham Connah, African civilizations, Chapter 9 (Text).**

** Tue 5/5 and Wed 5/6**
Final EXAMINATION (exams will cover materials from 3/31 through 4/30)
****Available Online (blackboard)
Test Open: 7am Saturday 5/5
Test Close: midnight Sunday 5/6

** KEYS:**
** Required texts**
+ Reading packet/Blackboard
++ Discussion Days/Readings
BB blackboard
**** Important information, Examination Days
African civilizations
An archaeological perspective
SECOND EDITION
Graham Connah
Australian National University
Canberra
DRAWINGS BY DOUGLAS HOBBS

CAMBRIDGE UNIVERSITY PRESS
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by
Said Hamdun and Noël King

With a New Foreword
by Ross E. Dunn

Markus Wiener Publishers
Princeton
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