

Electronic Course Authorization System (ECAS)

AFRO 3016 - VIEW COURSE PROPOSAL

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Approvals Received:	Department on 3/14/22 by Agnes Mrutu Malika (mrutu002@umn.edu)	>	College/Dean on 3/14/22 by Michelle Yener (myener@umn.edu)	>	Provost on 3/30/22 by Jessica Kuecker Grotjohn (jkuecker@umn.edu)
Approvals Pending:	LE > Catalog				
Effective Status:	Active				
Effective Term:	1229 - Fall 2022				
Course:	AFRO 3016				
Institution:	UMNTC - Twin Cities/Rochester				
Campus:	UMNTC - Twin Cities				
Career:	UGRD				
College:	TCLA -				
Department:	10947 -				

General

Course Title Short:	African Archaeology
Course Title Long:	Africa and African Diaspora Archaeology
Max-Min Credits for Course:	3.0 to 3.0 credit(s)
Catalog Description:	Course Description: Africa and African Diaspora Archaeology (AFRO/ ANTH 3016/5016) examines the evolution of human behavior in Africa and looks at subsequent social, cultural, and technological developments as shown in archaeological records including artifacts, ecofacts, rock art, and structures at archaeological sites. It also discusses methods used to identify archaeological records and how these records can be used to reconstruct past ways of life. Students will obtain hand-on-experience in identifying, classifying, and interpreting archaeological objects. The course covers Africa from around 2.6 million years ago to the recent past, focusing primarily on the last 10,000 years. It examines the development and spread of food production, pottery, metallurgy, trade, and African connections with the Atlantic world dating back to the fifteenth century.
Print in Catalog?:	Yes
CCE Catalog Description:	false
Grading Basis:	OPT
Topics Course:	No
Honors Course:	No
Online Course:	No
Freshman Seminar:	No
Is any portion of this course taught outside of the United States?:	No
Community Engaged Learning (CEL):	New: None Old:
Instructor Contact Hours:	3.0 hours per week
Course Typically Offered:	Every Fall
Component 1:	DIS
Component 2:	<No text provided>
Auto Enroll Course:	No
Graded Component:	DIS
Academic Progress Units:	3.0 credit(s) (Not allowed to bypass limits.)
Financial Aid Progress Units:	3.0 credit(s) (Not allowed to bypass limits.)
Repetition of Course:	Repetition not allowed.
Course Prerequisites for Catalog:	<No Text Provided>
Course Equivalency:	<No text provided>
Cross-listings:	Parent course: AFRO 3016, crosslist AFRO 5016, ANTH 3016, ANTH 5016
Add Consent Requirement:	No required consent

Drop Consent Requirement:

No required consent

Enforced Prerequisites: (course-based or non-course-based):

No prerequisites

Editor Comments:

<No text provided>

Proposal Changes:

<No text provided>

History Information:

3/30/22: Course approved by CCC. JKG
 3/14/22" Course approved, after minor edits, by CRC; also reviewed by University Consultation with no concerns. - MJY
 1/24/2022: New course proposal AFRO 3016, Africa and African Diaspora Archaeology, 3credits . AM
 3/14/2022: Submitting updated syllabus and narrative for LE . AM

Faculty Sponsor Name:

Bula Wayessa

Faculty Sponsor E-mail Address:

bwayessa@umn.edu

Student Learning Outcomes**Student Learning Outcomes**

* Students in this course:

- Can identify, define, and solve problems

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Explain the methods used to identify archaeological artifacts and how to use them to reconstruct past ways of life. Define the emergence of humankind in Africa and subsequent migration to other continents. Evaluate the quality and authenticity of evidence used to sustain our understanding of Africa's history. Understand and appreciate the complexity and diversity of ancient Africa. Identify the impacts of climate change on African archaeological and heritage sites. Write a well-organized research paper and conduct a coherent presentation. Recognize the role of archaeology in understanding Africa's connections with the rest of the world. In addition, graduate students will be able to: Effectively scrutinize the validity and authenticity of the body of knowledge and its intellectual formation Pursue independent studies using robust data collection, analytical and interpretation skills relevant to their program Communicate, organize, and lead collaborative projects more effectively at work and in the community Develop cultural competence and skills to deal with different perspectives to make impacts at local and global levels

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Small-Group Discussions: Students will organize small group discussions focusing on weekly topics and readings during each class session. The discussion will be based on the weekly readings, analyzing ancient rock arts, stone tools, and stone structures readily available in the online archaeological database (e.g., Smithsonian National Museum of Natural History, Archaeology Data Service) as well as on the classroom artifact collections. Archaeological Class Activities & Group Reports: Students will write group reports on the classroom artifact collections (which include stone tools representing different stone ages, potsherds, skeletons) made available by the course instructor. The students will be expected to identify, classify, analyze, and interpret the artifacts collections to derive conclusions. Article Reviews: Students will independently write three review projects on selected compulsory readings provided, ranging between 400 and 500 words for each project. In the reviews, students will: 1) Identify the overall objective of the article, 2) State the theoretical foundation of the paper, 3) Discuss the methodological approaches used in the data collection, 4) Examine whether the overall objective of the article has been achieved, 5) Share their own reactions and opinions with their classmates. Final Research and Presentation: Undergraduate students will write a seven to ten-page, double-spaced research paper, and present. As well as completing all the required coursework assigned to undergraduates, graduate students will write a research proposal and present, and write a fifteen to twenty-page, double-spaced comprehensive research paper and present their findings. They will collect data, undertake critical analyses, and produce a clear and coherent paper and present their findings to their classmates. The research and presentation can be based on library research, classroom artifact collections or a combination of the two.

Liberal Education**Requirement this course fulfills:**

HIS Historical Perspectives

Other requirement this course fulfills:

GP Global Perspectives

Criteria for Core Courses:

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.
- They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.
- They are offered on a regular schedule.
- They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.

The Africa and African Diaspora Archaeology course fulfills Historical Perspectives Core criteria:

The course includes hand-on experience, group discussion, and group report writing. Students will identify, classify, and interpret artifact collections including skeletons, potsherds, metal objects, charred seeds, and stone

tools. The course instructor has over 100 artifacts (including artifacts representing Early Stone Age (ESA), Middle Stone Age (MSA) & Late Stone Age (LSA), potsherds, and ethnographic animal bones and other objects with diagnostic features, etc.) available for use in-class activities to introduce to students to the interpretation of archaeological artifacts through practical engagement.

Students will learn to classify artifacts based on form, shape, and any evidence of use/wear/use alteration to understand how archaeologists interpret artifacts to reconstruct past ways of life.

Students will learn archaeological research methods, and their use with primary sources such as artifacts. They will learn how to organize, analyze, and interpret the artifacts and derive arguments and conclusions. They will write individual, and group reports.

This course examines the history and culture of Africa from some 2.6 million years ago and looks at how its inhabitants made tools from stone and acquired their food from the continent's rich and diverse plant and animal resources. It also discusses the beginnings of agriculture, sedentary ways of life, social complexity, African global connections over the last 600 years, the creation of African diaspora communities, and recent advances in African diaspora archaeological inquiries.

The course covers changes over time from the use of stone tools to metal tools, from hunting-gathering to agriculture, from pre-class social organizations to the development of more social complexities (cities and states), and the development of the African Diaspora community.

The course introduces students to archaeological methods. Students will gain hands-on experience in terms of how primary sources (artifacts, skeletal remains, ecofacts and ancient structures like footprints) are used by archaeologists to learn about human history before written history became available. Students will learn how to apply the principles of archaeological research and how archaeological artifacts are recovered, analyzed, and interpreted to produce historical knowledge that sustains our understanding of the human past.

Students will learn how to undertake archaeological fieldwork (such as archaeological surveys, archaeological excavations, and identifying archaeological records) and post-fieldwork archaeological activities (organizing, analyzing, and interpreting archaeological objects). Students will work on primary sources such as stone tools, ceramics, skeletal or related artifacts to master how to identify, organize, analyze, contextualize, and interpret the meaning of artifacts as well as write reports independently or as part of a group.

Students will critically examine the limitations of primary sources derived from archaeological research, oral traditions, and written sources. They will analyze how these sources can result in conflicting interpretations or how they can complement each other.

The course discusses how ethnocentric presumptions shaped African archaeological interpretations during the colonial and post-colonial periods. Specifically, students will be offered the opportunity to examine how the media and broader popular imagination have shaped our understanding of past and present Africa and how genuine scientific research in archaeology is now helping to deconstruct the negative imaginary about the history and culture of peoples of the continent.

This course has no prerequisites beyond the University's entrance requirements.

Criteria for Theme Courses:

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

The Africa and African Diaspora Archaeology course will help teach students how to become knowledgeable, ethical, and engaged public citizens by cultivating the following important habits:

The course offers students the opportunity to examine African heritage and archaeological sites under threat from climate change, the rise of sea level, changing rainfall patterns and the drop in water levels (e.g., Suakin in Sudan, Lamu Stonehouse in Kenya, coastal sites of the Island of Comoros, Ghana's coastal forts and castles, heritage sites at the Island of Gorée in Senegal, rock art in Namibia and Sahara, and the Sukur Cultural Landscape of Nigeria).

Students will also learn how conflict threatens African heritage sites by looking at the destruction of Mosques, shrine centers, and ancient manuscripts by Ansar Dine extremists in 2012 in west Africa, and the destruction of the 800 years old al-Nejashi mosque in Ethiopia in 2021 in the civil war).

Students will learn to listen to others with patience and respect while thinking independently. The course will teach students about other cultures and cultural diversity, and will help them build positive social relationships and healthy communities.

Students will learn archaeological methods such as identifying, analyzing, and interpreting archaeological artifacts and ecofacts. They will acquire the necessary skills required to pursue independent research in archaeology. Students will learn and appreciate the heritage resources past societies have left behind and the role they can play individually or as part of a group in preserving cultural heritage resources and promoting sustainable tourism. The Africa and African Diaspora Archaeology course satisfies specific global perspectives theme requirement:

The course focuses on how scholars use archaeological artifacts, ecofacts, structures, and related remains to reconstruct African and African diaspora's past lifeways.

The course addresses how archaeological data can help us understand history and culture before the beginning of writing, as well as the importance of archaeology in constructing a history of Africa and African diaspora in the absence of written evidence, as well as challenging the biases in the written record.

The course critically examines how the remote origins of humanity can be traced only in the African continent. It also discusses the way Atlantic trade, colonialism, and post-colonial political power relations have shaped African and African diaspora archaeological interpretations. It also looks at the effects of the Black Lives Matter movement on the African Diaspora's public archaeology in the United States, and discusses future research directions. The course discusses the evolution of human behavior in Africa, offers students the opportunity to understand where humankind came from and how it spread to the rest of the world. In other words, it examines how African archaeological evidence is key to essential debates such as the origins of stone tool-making, the emergence of recognizably modern forms of cognition and behavior, and the expansion of successive hominins from Africa to other parts of the world.

LE Recertification-Reflection Statement (for LE courses being re-certified only):

<No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: No

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

<No text provided>

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.

<No text provided>

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<No text provided>

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

<No text provided>

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

<No text provided>

Question 6 (see CWB Requirement 6):

How will the assistants be trained and supervised?

<No text provided>

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus

Course Syllabus: Africa and African Diaspora Archaeology
AFRO 3016
Course Syllabus
Fall 2022
TTH 11:15-12:30
3 Credits

Course Description: Africa and African Diaspora Archaeology (AFRO/ ANTH 3016/5016) examines the evolution of human behavior in Africa and looks at subsequent social, cultural, and technological developments as shown in archaeological records including artifacts, ecofacts, rock art, and structures at archaeological sites. It also discusses methods used to identify archaeological records and how these records can be used to reconstruct past ways of life. Students will obtain hand-on-experience in identifying, classifying, and interpreting archaeological objects. The course covers Africa from around 2.6 million years ago to the recent past, focusing primarily on the last 10,000 years. It examines the development and spread of food production, pottery, metallurgy, trade, and African connections with the Atlantic world dating back to the fifteenth century.

Learning Objectives: By the end of the course, students will be able to:
Explain the methods used to identify archaeological artifacts and how to use them to reconstruct past ways of life.
Understand the emergence of humankind in Africa and subsequent migration to other continents.
Evaluate the quality and authenticity of evidence used to sustain our understanding of Africa's history.
Understand and appreciate the complexity and diversity of ancient Africa.
Explain the impacts of climate change on African archaeological and heritage sites.
Write a well-organized research paper and conduct a coherent presentation.
Recognize the role of archaeology in understanding Africa's connections with the rest of the world.

In addition, graduate students will be able to:
Effectively scrutinize the validity and authenticity of the body of knowledge and its intellectual formation
Pursue independent studies using robust data collection, analytical and interpretation skills relevant to their program

Communicate, organize, and lead collaborative projects more effectively at work and in the community
Develop cultural competence and skills to deal with different perspectives to make impacts at local and global levels

Historical Perspectives Core: The Africa and African Diaspora Archaeology course fulfills Historical Perspectives Core criteria:

This course examines the history and culture of Africa from some 2.6 million years ago and looks at how its inhabitants made tools from stone and acquired their food from the continent's rich and diverse plant and animal resources. It also discusses the beginnings of agriculture, sedentary ways of life, social complexity, African global connections over the last 600 years, the creation of African diaspora communities, and recent advances in African diaspora archeological inquiries.

The course covers changes over time from the use of stone tools to metal tools, from hunting-gathering to agriculture, from pre-class social organizations to the development of more social complexities (cities and states), and the development of the African Diaspora community.

The course introduces students to archaeological methods. Students will gain hands-on experience in terms of how primary sources (artifacts, skeletal remains, ecofacts, and ancient structures like footprints) are used by archaeologists to learn about human history before written history became available. Students will learn how to apply the principles of archaeological research and how archaeological artifacts are recovered, analyzed, and interpreted to produce historical knowledge that sustains our understanding of the human past.

Students will learn how to undertake archaeological fieldwork (such as archaeological surveys, archaeological excavations, and identifying archaeological records) and post-fieldwork archaeological activities (organizing, analyzing, and interpreting archaeological objects).

Students will work on primary sources such as stone tools, ceramics, skeletal or related artifacts to master how to identify, organize, analyze, contextualize, and interpret the meaning of artifacts as well as write reports independently or as part of a group.

Students will critically examine the limitations of primary sources derived from archaeological research, oral traditions, and written sources. They will analyze how these sources can result in conflicting interpretations or how they can complement each other.

The course discusses how ethnocentric presumptions shaped African archaeological interpretations during the colonial and post-colonial periods. Specifically, students will be offered the opportunity to examine how the media and broader popular imagination have shaped our understanding of past and present Africa and how genuine scientific research in archaeology is now helping to deconstruct the negative imaginary about the history and culture of peoples of the continent.

Global Perspectives Theme: The Africa and African Diaspora Archeology course satisfies the global perspectives theme requirement:

The course focuses on how scholars use archaeological artifacts, ecofacts, structures, and related remains to reconstruct African and African diaspora's past lifeways.

The course addresses how archaeological data can help us understand history and culture before the beginning of writing, as well as the importance of archaeology in constructing a history of Africa and African diaspora in the absence of written evidence, as well as challenging the biases in the written record.

The course critically examines how the remote origins of humanity can be traced only in the African continent. It also discusses the way Atlantic trade, colonialism, and post-colonial political power relations have shaped African and African diaspora archaeological interpretations. It also looks at the effects of the Black Lives Matter movement on the African Diaspora's public archaeology in the United States, and discusses future research directions.

The course discusses the evolution of human behavior in Africa, offers students the opportunity to understand where humankind came from and how it spread to the rest of the world. In other words, it examines how African archaeological evidence is key to essential debates such as the origins of stone tool-making, the emergence of recognizably modern forms of cognition and behavior, and the expansion of successive hominins from Africa to other parts of the world.

Required Course Workload: This is a three-credit hours hybrid course offered at undergraduate and graduate levels, which includes the analysis, synthesis, and evaluation of course materials and available experimental artifacts. To complete the coursework to achieve an average grade, 45 hours of academic work per week ? comprising group discussions, group reports on laboratory exercises, article reviews, research and research presentation, compulsory readings, and essay exam writing ? is expected from students. To achieve an average grade, graduate students will do additional assignments and learning experiences designed for graduate students to meet the university's graduate course workload requirements.

To achieve the required workload expectations, students will engage in the following academic activities:

Small-Group Discussions: Students will organize small group discussions focusing on weekly topics and readings during each class session. The discussion will be based on the weekly readings, analyzing ancient rock arts, stone tools, and stone structures readily available in the online archaeological database (e.g., Smithsonian National Museum of Natural History, Archaeology Data Service) as well as on the classroom artifact collections.

Archaeological Class Activities & Group Reports: Students will write group reports on the classroom artifact collections (which include stone tools representing different stone ages, potsherds, skeletons) made available by the course instructor. The course instructor has over 100 artifacts available for use in class activities to introduce to students to the interpretation of archaeological artifacts through practical engagement. The students will be expected to identify, classify, analyze, and interpret the artifacts collections to derive conclusions.

Article Reviews: Students will independently write three review projects on selected compulsory readings provided, ranging between 400 and 500 words for each project. In the reviews, students will: 1) Identify the overall objective of the article, 2) State the theoretical foundation of the paper, 3) Discuss the methodological approaches used in the data collection, 4) Examine whether the overall objective of the article has been achieved, 5) Share their own reactions and opinions with their classmates.

Final Research and Presentation: Undergraduate students will write a seven to ten-page, double-spaced research paper and present. As well as completing all the required coursework assigned to undergraduates, graduate students will write a research proposal and present, and write a fifteen to twenty-page, double-spaced comprehensive research paper and present their findings. In the research, students will identify, classify, analyze, and interpret the artifacts collections. They will derive conclusions from the artifact interpretation and substantiate the conclusions by related archaeological works.

They will collect data, undertake critical analyses, and produce a clear and coherent paper and present their findings to their classmates. The research and presentation can be based on library research, classroom artifact collections or a combination of the two.

Exams: There will be four take-home essay exams based on the learning materials, readings, lectures, and interpretation of artifact collections made available by the course instructor. In each exam, undergraduate students will write one comprehensive essay ranging between 1000 and 1500 words. Undergraduate students will write a 1000 to 1500-word response to each question, and graduate students will write a 1500 to 2000-word response to each essay question.

Grading System (Undergraduate):

Item
Due Date
Weight (%)
Article Review 1

5
Article Review 2

5
Article Review 3

5
Exam 1

10
Exam 2

15
Exam 3

15
Group Report 1

10
Group Report 2

15
Research and Presentation

20

Grading System (Graduate):

Item
Due Date
Weight (%)
Article Review 1

5
Article Review 2

5
Article Review 3

5
Exam 1

10
Exam 2

10
Exam 3

10
Group Report 1

10
Group Report 2

10
Research Proposal writing & Presentation

15
Final Research and Presentation

20

Grading Scale (%):

A: ? 93
B+:87.5-89.9

B-: 80-82.5
C :72.6-77.4
D+:67.5-69.9

D-: 60-62.5

A-: =90-92.9

B: 82.6-87.4
C+: 77.5-79.9

C-: 70-72.5
D: 62.6-67.4

F: ? 59.9

Weekly course Schedule and Themes

Week 1: Archaeological Methods; Introduction to Africa and African Diaspora Archaeology; Class Activities & Group Reports I (Identifying, classifying, analyzing, and interpreting the artifacts collections).
Readings: Kelly, Robert L., and David Hurst Thomas. (2012). *Sith ed. Archaeology*. Cengage Learning, Boston, Chapter 3 & 4; Phillipson, D. W. (2005). *Third ed. African archaeology*. U of Cambridge Press, Chapter 1.

Week 2: Sources and Problems of African Pasts; Class Activities & Group Reports II (Identifying, classifying, analyzing, and interpreting the artifacts collections).
Readings: Ehret, C. (2002). *The Civilizations of Africa: A History to 1800*. James Currey. Pp 1-25. Phillipson, D. (2005). *African Archaeology*. Third edition. University of Cambridge. Pp.1-10; Stahl, A. Brower. (2005). *Introduction: Changing Perspectives on Africa's Pasts*. In *African Archaeology: A Critical Introduction*. Ann B. Stahl. (ed.), Blackwell Publisher. Pp 1-27.

Week 3: Early Stone Age (ESA), the Emergence of Humankind in Africa, Out-of-Africa I
Readings: Klein, R. G. (2008). *Out of Africa and the Evolution of Human Behavior*. *Evolutionary Anthropology: Issues, News, and Reviews* 17(6): 267-281. Connah, G. (2004). *Forgotten Africa: An introduction to its archaeology*. Psychology Press, Chapter 1. Phillipson, D. W. (2005). *African Archaeology*. Cambridge University Press, Chapter 2.

Week 4: Early Stone Age (ESA), the Emergence of Humankind in Africa, Out-of-Africa I (cont.)
Readings: Connah, G. (2004). *Forgotten Africa: An introduction to its archaeology*. Psychology Press, Chapter 2; Klein, R. G. (2008). *Out of Africa and the evolution of human behavior*. *Evolutionary Anthropology: Issues, News, and Reviews* 17(6): 267-281.

Week 5: Middle Stone Age (MSA) and Out-of-Africa II
Reading: Phillipson, D. W. (2005). *African archaeology*. Cambridge University Press, Chapter 2.

Week 6: Late Stone Age (LSA) and the Beginning of New ways of Life
Reading: Phillipson, D. W. (2005). *African archaeology*. Cambridge University Press, Chapter 2.

Week 7: Early Holocene Sahara & Green Sahara
Readings: Cheddadi, R., Carré, M., Nourelbait, M., François, L., Rhoujjati, A., Manay, R., ... & Schefuß, E. (2021). *Early Holocene greening of the Sahara requires Mediterranean winter rainfall*. *Proceedings of the National Academy of Sciences* 118(23); Castañeda, I. S., Mulitza, S., Schefuß, E., dos Santos, R. A. L., Damsté, J. S. S., & Schouten, S. (2009). *Wet phases in the Sahara/Sahel region and human migration patterns in North Africa*. *Proceedings of the National Academy of Sciences* 106(48): 20159-20163.

Week 8: Development of Pastoralism, Archaeoastronomical Sites
Readings: Wendorf, F., & Schild, R. (1994). *Are the early Holocene cattle in the Eastern Sahara domestic or wild?* *Evolutionary Anthropology: Issues, News, and Reviews* 3(4):118-128; Dunne, J., Evershed, R. P., Salque, M., Cramp, L., Bruni, S., Ryan, K., ... & di Lernia, S. (2012). *First dairying in green Saharan Africa in the fifth millennium BC*. *Nature* 486(7403): 390-394; Lynch, B. M., & Robbins, L. H. (1978). *Namoratunga: The first archaeoastronomical evidence in sub-Saharan Africa*. *Science*, 200(4343), 766-768.

Week 9: Domestication of Plants
Readings: Haaland, R. (1995). *Sedentism, cultivation, and plant domestication in the Holocene Middle Nile region*. *Journal of Field Archaeology* 22(2): 157-174; Manning, K., Pelling, R., Higham, T., Schwenniger, J. L., & Fuller, D. Q. (2011). *4500-Year-old domesticated pearl millet (Pennisetum glaucum) from the Tilemsi Valley, Mali: new insights into an alternative cereal domestication pathway*. *Journal of Archaeological Science* 38(2):312-322.

Week 10: Iron Age: Development of African Metallurgy
Readings: Holl, A. F. (2009). *Early West African metallurgies: new data and old orthodoxy*. *Journal of World Prehistory* 22(4):415; Goucher, C. 1993. *African metallurgy in the Atlantic world*. *African Archaeological Review* 11:197-216; Goucher, C. (1999). *African-Caribbean metal technology: forging cultural survivals in the Atlantic World?* In *African Sites Archaeology in the Caribbean*, J. B. Havisier, ed. (143-156). Princeton: Markus Wiener.

Week 11: Africa's Opening to the Atlantic World and Beyond
Reading: Mitchell, P. (2005). *African connections: an archaeological perspective on Africa and the wider world*. Rowman Altamira. Chapter 6.

Week 12: Out-of-Africa III: The Archaeology of the African Diaspora
Readings: Mitchell, P. (2005). *African connections: an archaeological perspective on Africa and the wider world*. Rowman Altamira. Chapter 7.; Barnes, J., & Steen, C. (2012). *Archaeology and Heritage of the Gullah People*. *Journal of African Diaspora Archaeology and Heritage* 1(2):167-224; Hassan, C. (2021). *A total of 27 graves have been found so far at 1921 Tulsa Massacre Search Site*. Franklin, M. (2021). *Preserving the Voices of the Antioch Colony*.

Week 13: Nutrition, Health, and Mortality in Enslaved Africans in the Americas
Readings: Shuler, K. A. (2005). *The nutritional health of enslaved Africans from Newton plantation, Barbados: new data*. *Journal of the Barbados Museum and Historical Society*, 51, 166-175; Corruccini, R. S., Handler, J. S., Mutaw, R. J., & Lange, F. W. (1982). *Osteology of a slave burial population from Barbados, West Indies*. *American Journal of Physical Anthropology* 59(4): 443-459.

Week 14: Black Lives Matter Movement and Public Archaeology in African Diaspora
Reading: Flewelling, A. O., Dunnavant, J. P., Odewale, A., Jones, A., Wolde-Michael, T., Crossland, Z., & Franklin, M. (2021). *The Future of Archaeology Is Antiracist? Archaeology in the Time of Black Lives Matter*. *American Antiquity* 86(2):224-243.

Week 15: Impacts of Climate Change on African Heritage Resources
Readings: *Six African Heritage Sites under Threat from Climate Change in Africa; Climate Change Threatens Africa's Cultural Heritage*.

University Policy Information:

Student Conduct Code: The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to the Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom: Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<https://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty: You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain grades, honors, awards, or professional endorsement dishonestly; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <https://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials: Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

University Grading Scales: The University has two distinct grading scales: A-F and S-N.

A-F grading scale: The A-F grading scale allows the following grades and corresponding GPA points:

Grade

GPA P

Definitions for undergraduate credit

A

4.000

Represents achievement that significantly exceeds expectations in the course.

A-

3.667

B+

3.333

B

3.000

Represents achievement that is above the minimum expectations in the course.

B-

2.667

C+

2.333

C

2.000

Represents achievement that meets the minimum expectations in the course.

C-

1.667

D+

1.333

D

1.000-

Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.

F

0.000

Represents failure in the course and no credit is earned.

S-N grading scale: The S-N grading scale allows for the following grades and corresponding GPA points:

Grade

GPA Points

Definitions for undergraduate credit

S

0.00

Satisfactory (equivalent to a C- or better)

N

0.00

Not Satisfactory

For additional information, please refer to: <https://policy.umn.edu/education/gradingtranscripts>.

Sexual harassment, sexual assault, stalking and relationship violence: The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their university role (https://regents.umn.edu/sites/regents.umn.edu/files/201909/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf).

Equity, Diversity, Equal Opportunity, and Affirmative Action: The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/201909/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations: The University views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

Strategic Objectives & Consultation

Name of Department Chair Approver:

Yuichiro Onishi

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

This is a new 3xxx-level course. It is intended for interested undergraduates.

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

It is one of the 3xxx-level electives courses that count toward the major and minor.

Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

3/14/22 Sent to every college for University Consultation. No concerns were raised. - MJY

Dear Bula and Yuichiro,

.....

We'd be happy to have this course cross-listed in anthropology as a 3xxx/5xxx course. I've cc'd our departmental administrator, Christina Wienke, and undergraduate advisor, Peter Harle, who are probably best positioned to actually make this happen.

.....

Best,
David

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