



ARIZONA STATE UNIVERSITY

## ARIZONA STATE UNIVERSITY

### GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3-3-09

1. ACADEMIC UNIT: African & African American Studies

2. COURSE PROPOSED: AFS 366 African Archaeology: Precolonial Urban Culture 3

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Aribidesi Usman Phone: 727-7563

Mail Code: 0903 E-Mail: usman@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

#### Core Areas

Literacy and Critical Inquiry-L ☐  
 Mathematical Studies-MA ☐ CS ☐  
 Humanities, Fine Arts and Design-HU ☐  
 Social and Behavioral Sciences-SB ☒  
 Natural Sciences-SQ ☐ SG ☐

#### Awareness Areas

Global Awareness-G ☐  
 Historical Awareness-H ☐  
 Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.  
 (1) Course Description  
 (2) Course Syllabus  
 (3) Criteria Checklist for the area  
 (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☐ No ☒ Yes; Please identify courses: ASB 366

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? Yes

Stanlie James  
 Chair/Director (Print or Type)

Stanlie M. James  
 Chair/Director (Signature)

Date: 3/4/09

**Arizona State University Criteria Checklist for**  
**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b> <ul style="list-style-type: none"> <li>• Courses with primarily fine arts, humanities, literary, or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	

Course Prefix	Number	Title	Designation
AFS	366	African Archaeology: Precolonial Urban Culture	

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	Course provide an overview of the dynamics of civilizations in Africa, their foundation, growth, and failure particularly in the last ten thousand years, and how internal and external factors have affected the development of societies in Africa.	Syllabus: Course description
Course content emphasizes the study of social behavior such as those found in Anthropology, and the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Important themes of the course include overview of human origin in Africa, the emergence of agric life, ancient metallurgy, trade and religion, cities and states formation, and history of contact. The course allow examination of primary and secondary source material to reconstruct precolonial Africa.	Syllabus: Course description, Assigned Reading
Course illustrates use of social and behavioral science perspectives and data	Students are to gain appreciation of archaeology and other primary sources for the study of African past and of the techniques for recovery of data and reconstruction of the past.	Syllabus: Assignments

## **African Archaeology: Precolonial Urban Culture**

AFS 366/ASB 366

Spring 2009

Class Time: TTH 1:30 – 2:45 PM

Instructor: Dr. Desi Usman

Room: COWD 215

Office hrs: Mon&Wed 10:00am-12:00pm

Office: African & African American Studies (Wilson Hall, Rm. 156)

Phone: (480-727-7563)

Email : [usman@asu.edu](mailto: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.

### **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 which are to be completed before the week for which they appear in the syllabus, provide detail and texture to the themes and periods covered in lecture; (3) class discussions 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, and weekly reaction papers on readings provided in the reading packet.

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 papers. Anyone missing a class should notify me by telephone or email before the said class, not after. Absences explained AFTER the fact will affect your final grade.

### **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.

1. Hamdun Said, and Noel King, 1994, **Ibn Battuta in Black Africa**. Princeton: Markus Weiner Publishers. ISBN 1-55876-088-1 (pbk)

2. Connah, Graham, 2001, **African Civilizations** (An Archaeological Perspective), 2nd edition, Cambridge: CUP. ISBN 0-521-31992-7 (pbk)
3. In addition to the above texts, I will make available other readings on relevant topics in course packet to be purchased at the **Alternative Copy**, located north of University road on Forest Street (480-829-7992).

## Required Coursework

Attendance, preparation, and participation in class discussions are required. Failure to meet this expectation will lower your final grade. All discussions will be held at days and time specified in the syllabus. Please, make sure all the readings are completed before the day.

Weekly reaction papers: These should be about 1-2 page in length, but you may write more if you wish. The paper should record your reaction or critique of the week's assigned reading(s). Each paper should also raise one or more questions or issues for the class to deliberate. The purpose of the papers is for me to get a sense of how you are thinking critically about the readings and to help you prepare for your participation in the class discussions. Weekly papers are due in my office a day prior to the seminar. For example, if the seminar is on Tuesday, then your paper must be in by Monday. Again, make sure you keep a copy of the paper for yourself and for class discussion.

\*\*\* Note: No late papers will be accepted.

### Examination Requirement/Distribution:

Reaction papers (4 papers total) = 80 points (20points each)

Exams (3) = 210 points (70 points each)

Attendance/participation = 10 points

Total points = 300

At the discretion of the instructor, an extra credit assignment may be given. The course grading scale is as follows:

Percentage	Points	Grade
98-100%	295-300	A+
93-97%	294-285	A
90-92%	284-275	A-

87-89%	274-265	B+
83-86%	264-255	B
80-82%	254-245	B-
77-79%	244-230	C+
70-76%	229-220	C
60-69%	219-200	D
<60%	<200	E

### **Lecture, Readings Schedule, and Examinations**

The following schedule is subject to change. Any changes will be announced in class.

#### **Tue 1/20: Introduction to the course**

--- Introduction: Review of Syllabus

#### **Thu 1/22: the Myth and the Fact, Basic Geography of Africa**

##### **Reading:**

+ Basil Davidson 1991, 'Old Myths: New Truth,' p.1-24 (packet)

#### **Tue 1/27: African civilization: The myth and the fact**

**VIDEO:** Africa: Different but Equal, by Basil Davidson

#### **Thu 1/29: Sources of African Past**

(e.g., written documents, oral traditions, archaeology: nature, uses and limitation

##### **Readings:**

+ 'INTRODUCTION' by Phillipson, 2005, p.1-14 (Packet)

+ Philip Noss, 'The Perception of history among the Gbaya of Cameroon,' p.24-36 (packet)

\*\* Hamdun Said & Noel King, 'Ibn Battuta' (p.1-12 – Introduction) (Text)

#### **Tue 2/3: Archaeology: nature, uses and limitation; history of archaeology in Africa**

##### **Readings:**

\$ Fagan, 1998, People of the Earth, chp1 (blackboard)



**Thu 2/5: History of archaeology in Africa**

++ DISCUSSION 1: (Read and React to Francoise Kense, 1990---cited below and in your packet)

Readings:

- + Francoise Kense 1990 - Archaeology in Anglophone West Africa (packet)
- + Robertshaw 1990 - The Development of Archaeology in East Africa (packet)

**Tue 2/10: Africa: Human Origin**

Creative origins –the aesthetic and economic heritage of the Stone Age.

Readings:

- + Connah, 'Africa: the birthplace of humanity,' p.1-26 (packet)

**Thu 2/12: Human origin contd**

**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:

- + 'Producing Food' in Forgotten Africa by G. Connah, p.39-50 (packet)
- + Katharina Neuman – 'The Romance of Farming: Plant Cultivation and Domestication in Africa,' p.? (packet)

**Thu 2/19: Agriculture contd.**

Readings:

- ++DISCUSSION 2: 'The Romance of Farming: Plant Cultivation and Domestication in Africa,' by Katharina Neuman, p.? (packet)

**Tue 2/24:**

\*\*\*\*EXAMINATION 1 (1/20 through 2/19)

**Thu 2/26: 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, p.51-56 (blackboard)
- \$ Childs and Killick 1993, 'Indigenous African metallurgy: nature and culture.' Annual Rev. Anthr. 22:317-337 (blackboard)

+ Childs and Herbert 2005, 'Metallurgy and its consequences', p. ? (packet)

**Tue 3/3:**

**VIDEO:** The Tree of Iron (by Peter Schmidt)

**Thu 3/5: African states and cities, formation, growth, and collapse**

Defining early urban culture in Africa

Readings:

\*\* Graham Connah, *African Civilization*, Chapter 1 (Text)

+ Susan McIntosh 1999, 'Pathways to Complexity: An African Perspective,' (packet)

+ Adria LaViolette and Jeffrey Fleisher 2005, 'The archaeology of sub-Saharan Africa Urbanism: Cities and their countrysides,' (packet)

**\*\*\*\* March 8-15: Spring Break (NO CLASS)**

**Tue 3/17: Urbanism discussion**

++ DISCUSSION 3: (Read and react to Susan McIntosh 1999 'Pathways to Complexity: An African Perspective,' (packet).

**Thu 3/19: Introduction to the Middle Nile Valley, Early civilization of Nubia:**

The kingdoms of Kush (Kerma, Napatan, Meroe)

Readings:

\*\* Graham Connah, *African Civilization*, Chapter 2 (Text)

**Tue 3/24. Middle Nile Civilization contd.**

**\*\*\*\* Thu 3/26: Trans-Saharan Trade and Islam** ((Attending Conference in Austin. **NO CLASS**. Lecture will be in power point posted on blackboard).

Topics: Trans-Saharan Trade and Islam in Africa; the roles of trade and Islam in the development of African states.

Readings:

+ Adu Boahen, 1986, 'Trans-saharan trade' and 'Islam', pp. 1-16 (packet)

+ G. Connah, 'Voyages in the Sahara' in *Forgotten Africa*, p.107-111 (packet)

**Tue 3/31: VIDEO: Caravan Trade**

**Thu 4/2: The Sahara complex: West African Savanna Civilization** (e.g., Jenne-Jeno, Mali)

Readings:

- + G. Connah, 'Jenne-Jeno' in Forgotten Africa, p.101-106 (packet)
- \*\* Graham Connah, African Civilizations, Chapter 4 (Text)
- + Adu Boahen, 1986, 'The rise and fall of Mali,' p.25-32 (packet).
- \*\* Hamdun Said & Noel King -Ibn Battuta, pp. 29-75 (Text)

**Tue 4/7: Sahara Complex contd**  
Lecture

\*\*\*\* **Thu 4/9: EXAMINATION 2** (2/26 through 4/7)

**Tue 4/14: West African Forest Civilization: Benin**

Readings:

- \*\* Connah, African Civilization, Chapter 5 (Text)
- + Adu Boahen, 1986, 'The Kingdom of Benin,' p.74-82

**Thu 4/16: Great Zimbabwe**

Readings:

- \*\* Connah, African civilizations, chapter 7 (Text)

**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)
- + Kusimba et al. (available on blackboard)

**Thu 4/23:**

- Lecture contd.

**Tue 4/28: Video**

**VIDEO: Africa: A History Denied**

**Thu 4/30: African-European Contact, Impact on African indigenous technology**

- Historical Archaeology

Readings:

+ Mark Horton, 'Historical Archaeology,' p.545-554 (packet)

\$Martin Hall 1993, 'The archaeology of colonial settlements in Southern Africa,' (on blackboard).

+ Philip De Barros, 2001, 'The Effect of the Slave Trade on the Bassar Ironworking Society, Togo' (Packet)

**Tue 5/5: Conclusion.**

++ DISCUSSION 4 (Read and React to Philip De Barros, 2001, 'The Effect of the Slave Trade on the Bassar Ironworking Society, Togo' (Packet)

-- What are the common denominators of early African urbanism?

Readings:

\*\* Graham Connah, African civilizations, Chapter 9 (Text)

**\*\*\*\* Final EXAMINATION (4/14 through 5/5)**

**Tuesday May 12 (12:10-2:00pm)**

KEYs:

\*\* Required texts

+ Reading packet

++ Discussion Day

\$ blackboard

\*\*\*\* important information

*The archaeology of Benin: excavations and other researches in and around Benin City, Nigeria* (Oxford University Press, 1975)

*Three thousand years in Africa: man and his environment in the Lake Chad region of Nigeria* (Cambridge University Press, 1981)

Edited. *Australian field archaeology: a guide to techniques* (Australian Institute of Aboriginal Studies, 1983)

*Of the hut I build: the archaeology of Australia's history* (Cambridge University Press, 1988). Paperback edition: *The archaeology of Australia's history* (Cambridge University Press, 1993)

*Kibiro: the salt of Bunyoro, past and present* (British Institute in Eastern Africa, 1996)

Edited. *Transformations in Africa: essays on Africa's later past* (Leicester University Press, 1998)

# African civilizations

An archaeological perspective

SECOND EDITION

Graham Connah  
Australian National University  
Canberra

DRAWINGS BY DOUGLAS HOBBS

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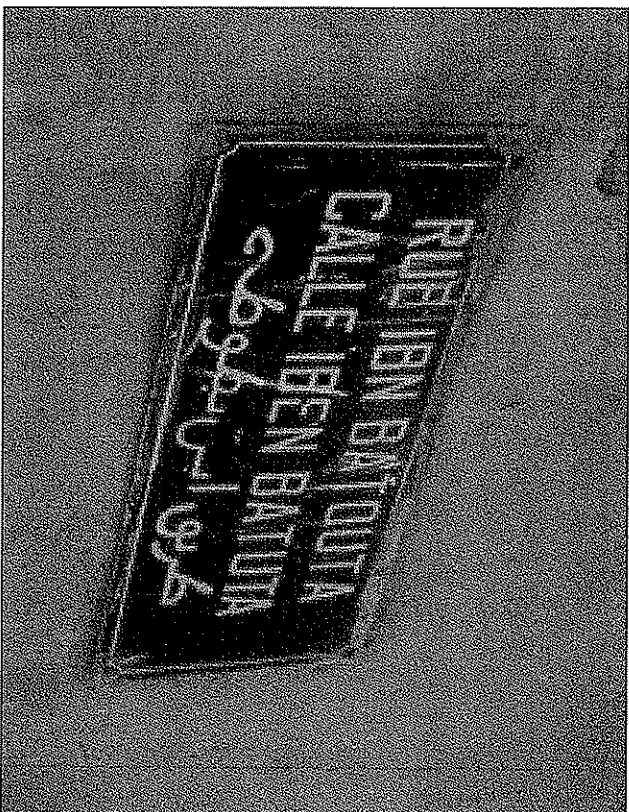
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IN MEMORY OF

**S. H. BONSU ABBAN**

A DIVINITY STUDENT OF THE UNIVERSITY COLLEGE  
OF GHANA WHO DIED IN AN AIR CRASH  
WHILE TRAVELLING TO BRING BETTER UNDERSTANDING  
BETWEEN WEST AND EAST



STREET SIGN IN TANGIER LEADING TO WHERE IBN BATTUTA IS  
TRADITIONALLY BELIEVED TO BE BURIED  
(Photo by Ross E. Dunn)

# Ibn Battuta in Black Africa

by

Said Hamdun and Noël King

With a New Foreword  
by Ross E. Dunn

*Expanded edition in honor of  
Ibn Battuta's 700th birthday*



Markus Wiener Publishers  
Princeton

## Updated and expanded edition

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Al-Maqrizi, from *Medieval West Africa* (Princeton: Markus Wiener, 2003).  
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*Customs of the Suabih People: The Desturi za Waswabili of Moro bin*  
*Mutinyi Bakari and Other Wabih Persons*. Used by permission of Hubert Allen.

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