

South African Archaeology: 070: 426 cross 070:606: Credits : 3

Fall 2016

NOTE: This might be upgraded at intervals throughout the term

Instructor: Professor Carmel Schrire

Venue: BioSciences 302

Time: Th 3.55-6.55 pm

Office: Room 201 a, Ruth Adams Building, Douglass Campus

Office hours: RAB 201: Th 1-3, and by appointment.

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COURSE DESCRIPTION:

This course is a detailed review of the sequence and interpretation of archaeological evidence found in the Republic of South Africa.

Two elements combine to make South Africa a crucial region in world prehistory. There is an abundance of spectacular sites and a preponderance of talented researchers whose discoveries have put the world spotlight on the region.

South African archaeology has a rich record of the past 3 million years of hominin evolution and human behavior that stems from a combination of archaeology, ethnography and history. The archaeological record is preserved in limestone caverns, river gravels and coastal caves. The ethno-historical archive contains the record of contact between European colonists, scholars, indigenous hunter gatherers, pastoral nomads and Iron Age farmers.

COURSE OBJECTIVES:

Following the protocols set out by the Department of Anthropology, the chief objectives are as follows:

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.
3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.
4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.
5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

Starting in Spring 2015, assignments like major papers and presentations that are explicitly linked to these major-level learning goals will begin to be identified on the syllabi of 300-level courses in addition to specific learning goals or objectives for each course.

In addition, the purpose of this course is to contextualize South African archaeology in world prehistory. Three interwoven themes of this course are:

1. **The Roots of the Stone Age of SA:** The South African evidence for the origin and development of humans over the past 3 million years. Particular emphasis will be placed on the evidence for the origin of modern human behavior in South Africa. Key elements under discussion include the archaeological evidence for the subsistence, identity, art, language, and belief systems.

2. **The Interpretation of the Prehistory of SA:** South Africa is the epicenter of 500 years of Bushman studies, that range from early European encounters to systematic fieldwork. The theoretical basis of this field is examined, using written documents and films, as well as the newly accessible Lloyd-Bleek Archive of myths, legends, language and art. The course will examine the validity of using these records as models of prehistoric behavior, with special reference to the theoretical dispute known as the Great Kalahari Debate.
3. **The End of the Stone Age and the Impact of European Expansion:** The evidence for the invasion of South African hunters and herders by European traders and settlers is set in the context of this wider process elsewhere in the colonial world over the past 500 years.

COURSE REQUIREMENTS:

Prerequisites: The course has a prerequisite of an introductory course in archaeology (eg 070:105) or physical anthropology (eg. 070:102) or permission from the instructor. Students will need to be familiar with the basic premises of archaeology, including the principles of stratigraphy, dating, contextual associations and inference, all of which are contained in every standard introductory textbook

GRADING:

For now, grading will be done on the basis of two Class Tests (70%), a series of short assignments, and a term paper (25%). The term paper should be around ten (10) typed, double-spaced pages long for students in 070:426, and longer, 15-20 pages, for those in 070 606. Topics should be discussed with the professor during the course and should be based on both the assigned readings and further source.

COURSE RESOURCES:

Readings will be posted either on Reserve in Douglass Library (books), or on- line on Sakai . There will be extensive illustrated lectures as well as a number of films screened in class.

COURSE POLICIES:

1. **Classes:** One three hour class per week will include films and artefact presentations.
2. **Attendance:** Students need to attend all the classes and read the texts. We reserve the right to institute attendance sheets if persistent absenteeism is noted.
3. **Absences:** Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> <<https://sims.rutgers.edu/ssra/>> to indicate the date and reason for your absence. An email is automatically sent to me.
4. **Academic Integrity:** This course follows the ethics and rules stated in the Rutgers University protocols. Cheating and plagiarism will not be tolerated and will be adjudicated by the proper authorities with the utmost seriousness. Cheating lowers the value of a Rutgers degree and the learning experience for all students. No form of cheating, including plagiarism, will be tolerated. One commits plagiarism when one represents the text or ideas of others as one's own creation. Please visit the website of the Rutgers Office of Academic Integrity (<http://academicintegrity.rutgers.edu>) for a fuller explanation of plagiarism and of the penalties for

it. Convicted plagiarists will receive a disciplinary F in the course and possibly face expulsion from the University.

EXAMINATION POLICIES:

If you require additional time or alternative accommodations on exams or other assignments, please contact the Office of Disability Services at 732-932-2848 or dsoffice@rci.rutgers.edu to determine your Coordinator for Students with Disabilities. If your requests for accommodations are APPROVED, the CSSD generates a Letter of Accommodation (LOA); the LOA must be presented to me at the beginning of the term; if you are approved for accommodations in the middle of the semester, you are strongly encouraged to present the LOA to me as soon as possible. For further information, please reference: <http://studentaffairs.rutgers.edu/disability/>

ETHICS & RULES

This course follows the ethics and rules stated in the Rutgers University protocols. Cheating and plagiarism will not be tolerated and will be adjudicated by the proper authorities with the utmost seriousness.

Reading List

The course covers the topics listed below. Most books are available on Reserve at Mabel Smith Douglass Library. Some tricky papers that might be hard to access **are posted on SAKAI** under the instructor's name (Schrire) or the course number (070:426). All other publications should be accessed and downloaded via IRIS.

This course follows the literature closely, so that at any time, students are strongly advised that new readings may be added to the listings. I would appreciate hearing about new publications if you spot them before I do.

It is advisable to have access to a general text book, eg

Fagan, B. M. 2009 *People of the Earth: An Introduction to World Prehistory*.

Chazan, M. 2008 *World Prehistory and Archaeology*

Scarre, C. 2005 *The human past. World prehistory and the development of human societies*. www.Thamesandhudsonusa.com/web/humanpast

1. Background to SA Archaeology: History and Environment

BOOKS:

Deacon H. J. and J. 1999. *Human Beginnings in South Africa*. Chapters 1-2

Klein, R. G. 2009 or 2014. *The Human Career* (3rd of 4th eds) Chapter 2, pp 19-64.

Barham, L. and P. Mitchell, 2008 *The First Africans. African Archaeology from the Earliest Tool Makers to Most Recent Foragers*, Chapters 1,2

2 Analogy in SA Archaeology: The Great Kalahari Debate

Readings:

Barnard, A. 2006 Kalahari revisionism and the indigenous people's debate. *Social Anthropology* 14, 1: 1-16.

D'Errico, F. et al. Early evidence of San material culture represented by organic artefacts from Border cave, SA. *PNAS* 109: 13214-19.

Kuper, A. .2003 The return of the native. *Current Anthropol.* 44 3: 389-402

Lee, R.B. 1979. *The !Kung San. Men, women and work in a foraging society*. Cambridge.

- Pargeter, J. et al. 2016. Primordialism and the 'Pleistocene San' of Southern Africa". *Antiquity* 90: 1072-89. (In Zip Folder Pargeter).
- Schrire, C. 1980. An enquiry into the evolutionary status and apparent identity of San Hunter Gatherers. *Human Ecology* 8 (1): 9-32.
- Schrire, C. 2003 . The conciliators. Bushman and the nightmare of survival. *Visual Anthropology* 19, 1,2: 160-65.
- Solway, J.S. and Lee, R.B. 1990. Foragers, genuine or spurious? Situating the Kalahari San in History. *Current Anthropology* 31,2: 109-146.
- Wilmsen, E.N. and J.R. Denbow. 1990. Paradigmatic history of the San speaking peoples and current attempts at revision. *Current Anthropology* 31,3: 489-524.

Electronic access: Lloyd Bleek Project

Google: Specimens of Bushman Folklore Index

PROVISIONAL CLASS SCHEDULE

September	8	TOPIC 1: Background to South African Archaeology in the context of World Prehistory
	15	TOPIC 2: Analogy in SA Archaeology: The Great Kalahari Debate FILM: <i>A KALAHARI FAMILY</i> (Parts 1-5)
	22	TOPIC 3: Human Beginnings Earliest Hominins: Australopithecines
	29	Early Stone Age (ESA)
October	6	TOPIC 4: Middle Stone Age (MSA): Emergence of Modern People FILM: <i>BECOMING HUMAN</i> LAB SESSION
	13	TOPIC 4: Middle Stone Age (MSA)
	20	REVISION
	27	MIDTERM TEST
November	3	TOPIC 5a: Later Stone Age (LSA): Sites & Sequences
	10	TOPIC 5b: Later Stone Age (LSA): Life and Death TOPIC 6: Farming
	17	TOPIC 7: Rock Art and Beliefs TOPIC 8: Historical Archaeology
	22	TOPIC 8 cont.: Historical Archaeology
December	1	REVISION
	8	SECOND CLASS TEST