ARH 5527: Arts of Central Africa

Monday 1:55-2:4; Wednesday 1:55-3:50  FAC 201
Robin Poynor   115 FAC
Office hours:   Tuesdays 10:00-12:00 or by appointment
Please feel free to call or email me.
Phone: 352-213-5056
Email: rpoynor@ufl.edu

GOAL: The course should introduce you to the diverse art traditions embraced in the past and presently by the many peoples in Central Africa and allow you to realize the reasons art is made and how it functions in the cultures that produced it.

Text: Visona, Poynor, Cole, A History of Art in Africa, Pearson / Prentice Hall, 2008 (paperback or hard cover). All of the chapters for his course were written by Poynor.

Readings: Readings: A number of sources are included for each section in the list below. Most articles from African Arts are available as PDF files through JSTOR. You are responsible for reading at least one reading under each topic. Turn in bibliography at end of semester.

Images: I will place my PowerPoint files from class lectures on the online reserves. Some students like to make “flash cards” of images from these PowerPoint files.

Tests: There are three “content tests” as noted below and four map tests. Content tests are very difficult, so please pay attention to this: exams include both objective and subjective portions. For the objective portion you should be able to recognize objects and events, including unknowns. You should be able to identify them by the ethnic group that produced them or the archaeological site as appropriate, the vernacular term for the object if given or event, the type of object, the way the object functions in the community, the material(s) it is made of, the time period appropriate to it, and the location of the site or peoples in modern day Africa. You will be responsible for identification and discussion of terms. I will provide you with a list of terms prior to exams and give you an alphabetized list as part of the exam. But you should make note of terms as you take notes in lecture or read. Essays will be given by posing specific questions or by comparisons of images. A note on essays: Essay questions are based on the cognitive skills underlying the content rather than on the content alone. Essays require more effort on your part than other types of questions. The best essay questions require you to use higher-level thinking skills by comparing and contrasting, analyzing, or evaluating. You cannot answer an essay question by simply recognizing the correct answer, nor can you study for an essay exam by simply memorizing factual material. Essay questions test complex thought processes, critical thinking, and problem-solving skills and require you to use the English language to communicate in sentences and paragraphs. For this reason, please do not use mere memorization as a tool for preparation. Most essays are expected to be a page and a half on an exam. Be able to think and organize your ideas. Think about each object and idea in terms of the “bigger picture” of African art and art in general as well as in terms of life and the way art interfaces with living.

Dates for content tests are noted below. In the first map test, you must able to locate 90% of the countries in Africa. (A list is attached.) In the other map tests, you must be able to locate cities, landmarks, ethnic groups, archaeological sites, art styles, art types, organizations and so on introduced in the lectures or discussed in the text. These tests will be given the class after each exam and the last one will be a portion of the final. Maps are located in the book, but I will provide copies of blank maps that will be like those used on the test.

The BIG map test is September 18, first 15 minutes of class
Test 1 on September 30 - -This exam is VERY difficult. Be prepared!
Map test 1 is at the beginning of class October 2.
Test 2 –November 4
Map test 2 is at the beginning of class November 6
Test 3 and Map test 3 – December 12, 12:30-2:30 (Please do not ask me when the final is. It is noted here and several other places on the syllabus as well as in the registrar’s resources and on your registration materials.)
SP: Spelling, grammar, punctuation and style will not be graded per se but it will be accepted unless negotiated with appropriate reasons before hand or documentation of appropriate grounds after the date.

The fourth assignment, the final paper, is due Tuesday November 26. You may turn it in early, but no late papers will be accepted unless negotiated with appropriate reasons before hand or documentation of appropriate grounds after the date.

Style should be determined by familiarizing yourself with W.R.I.T.E.: http://www.arts.ufl.edu/resources/forms/write.html. Spelling, grammar, punctuation and style will not be graded per se but it will affect your grade, since papers are assigned to

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**GRADES:** UF grading policy website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Nine components factor into your grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points possible</th>
<th>Grades</th>
<th>Points required for grade</th>
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<tbody>
<tr>
<td>BIG map test</td>
<td>55 points</td>
<td>A (exceptional)</td>
<td>523-550</td>
</tr>
<tr>
<td>Exam 1</td>
<td>85* points</td>
<td>A- (very, very good)</td>
<td>495-522</td>
</tr>
<tr>
<td>Map test 1</td>
<td>15 points</td>
<td>B+ (very good)</td>
<td>484-494</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100+ points</td>
<td>B (good)</td>
<td>467-483</td>
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<tr>
<td>Map test 2</td>
<td>15 points</td>
<td>B- (good)</td>
<td>440-466</td>
</tr>
<tr>
<td>Exam 3</td>
<td>115* points</td>
<td>C+ (high average)</td>
<td>430-439</td>
</tr>
<tr>
<td>Map test 3</td>
<td>15 points</td>
<td>C (average)</td>
<td>412-429</td>
</tr>
<tr>
<td>Paper</td>
<td>100 points</td>
<td>C- (will not count for dept)</td>
<td>385-411</td>
</tr>
<tr>
<td>Readings</td>
<td>50 points</td>
<td>D (not good at all)</td>
<td>357-373</td>
</tr>
<tr>
<td>TOTAL</td>
<td>550 points</td>
<td>D- (very not good)</td>
<td>330-356</td>
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<td></td>
<td>E (failing)</td>
<td>329 and below</td>
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*The test with the lowest score will count 85 points and that with the highest score will count 115 points.

**ATTENDENCE:** Please do not “cut class.” More than 3 absences will lower your grade.

**BONUS POINTS:** If you made below a B on the first exam, you must do this. You can earn 10 bonus points if you come in an African masquerade or body adornment on the day before Halloween, October 30. [You must be able to explain which African tradition your costume is based on and how it is worthy of the extra points.]

**Paper:**

**Important dates:**

- Friday September 20 last day to discuss your paper topic with Dr. Poynor, but try for the first 2 weeks!
- Friday September 27: topic and beginning bibliography emailed to Dr. Poynor
- Friday October 25: outline, thesis statement, extended bibliography - emailed
- Tuesday November 26: paper due – hardcopy

A research paper on a topic that has to do with the portion of Africa we are studying. The text portion of your paper should be between 2500 and 4000 words, in addition to footnotes, bibliography, scanned illustrations, etc. You must clear your topic with me beforehand. Some topics may not have enough published material to allow you to find sufficient resources. Some are dead-end topics. I will allow only one person per topic, so if you want the topic you are interested in, see me early. You need to have discussed a topic with me by September 20. I am always available for you to run ideas by. Please try to see me when we can discuss your ideas in a thoughtful way. This is not the minute before class begins or at break or immediately after class. Come to my office, and be prepared. Also remember that I have two classes and thus numerous students. Please do not think that all of you can see me on the last day. Please note my office hours. Five points off final grade for no consultation.

Your second assignment is due Friday September 27. Email a formal proposal to me [rpoynor@ufl.edu] that will include a photograph of an object appropriate to your topic, along with its identification, and a beginning bibliography to demonstrate that you have seriously looked for information on the subject. Please embed this in the email and not as an attachment. That way I can reply with my comments immediately. Five points off for tardy topic proposal.

For ideas about doing research and issues of form and style, refer to the online version of W.R.I.T.E. located at http://www.arts.ufl.edu/resources/forms/write.html. If you are at an impasse, be sure to discuss your paper-writing problems with me. A start for exploring Internet sites: http://www-sul.stanford.edu/depts/ssrg/africa/art.html.

Your third writing assignment is another bibliography, this one extensive, building on your previous bibliography and a preliminary OUTLINE. These are due October 25, sent as an email attachment, in WORD, with implied evidence of conscientious research. Include an appropriate scanned image. This should include a thesis statement that clearly presents the point to be made in your paper. The title should allow the reader to have a good idea of the purpose of the paper. The bibliography should provide evidence that you have done much more research since your initial bibliography. Five points will be taken off for tardy outline/bibliographies or for indication of lack of serious effort.

The fourth assignment, the final paper, is due Tuesday November 26. You may turn it in early, but no late papers will be accepted unless negotiated with appropriate reasons before hand or documentation of appropriate grounds after the date.

Style should be determined by familiarizing yourself with W.R.I.T.E.: http://www.arts.ufl.edu/resources/forms/write.html.
give you experience in researching, learning about a specific topic in detail, and communicating what you have learned in a lucid manner. It is absolutely necessary that you proofread your work. If you use footnotes improperly or do not properly credit your sources or do not include appropriate illustrations tied to the text through references, I will not read your paper. Illustrations need to be credited with information similar to that in footnotes. I prefer that illustrations be inserted by scanning at the point at which they are introduced in the text. If you need help, there is a Writing Center in Tigert Hall: http://writing.ufl.edu/writing-center/.

Researching the arts of Africa is not as simple as researching those of the West. Bibliographical materials have a habit of hiding, waiting to be found in Library West or The Central Science Library rather than in the AFA Library, lurking under unknown headings in databases and catalogues, disguising themselves as anthropology, ethnology, history or travel rather than art. Be sure to use a variety of bibliographical indexes that have to do with art, anthropology, Africa, etc.

A source that will be very useful is *African Arts*, a journal published by UCLA. Other useful periodicals include *Africa, Arts d’Afrique noire*, and *Man*.

**Plagiarism:** One of our professors caught four plagiarists in a recent semester! Be sure you are aware of what plagiarism is and how it can affect your college career and thus your entire life if you are caught. In light of that, I’d like each of you to read the following by the end of the first week and email me that you have read it and understand the sections on Research and Citations, Using Research; Writing and Statistics; Strategies for Fair Use; Quoting, Paraphrasing, and Summarizing; Paraphrase Exercises; Documenting Electronic Sources; and Avoiding Plagiarism.

http://owl.english.purdue.edu/owl/resource/589/01/

**UNIVERSITY OF FLORIDA POLICIES**

**ACADEMIC HONESTY:** All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Code of Conduct. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

**ACCOUNTABILITY TO ACADEMIC HONESTY:** The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the Student Honor Code, as part of the registration process. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism, and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the University will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff, and administration members who practice dishonest or demeaning behavior.

**Student Responsibility:** A commitment is made in writing at the time of admission to be honest in all academic work and abide by the Student Honor Code. In addition, students should report any condition that facilitates dishonesty to the class instructor, the department chairperson, the dean of the college, or Student Judicial Affairs.

**Faculty Responsibility:** Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

**Administration Responsibility:** As highly visible members of our academic community, administrators should be ever vigilant to promote academic honesty and conduct their lives in an ethically exemplary manner.

**Acceptable Use Policy:** Please read the University of Florida Acceptable Use Policy. It is expected that you abide by this policy. See: http://www.it.ufl.edu/policies/aupolicy.html.

**Software Use:** All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

**Accommodations for Students with Disabilities:** Students with disabilities, who need reasonable modifications to complete
assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students WILL be asked to supply a letter from the Office for Students with Disabilities to assist in planning accommodations. Please see me outside of class time to discuss any accommodations you might need.

**University of Florida Counseling Services:** Resources are available on campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance.

These resources include:
- Counseling Center [www.counsel.ufl.edu](http://www.counsel.ufl.edu), (2 locations), 301 Peabody Hall (352-392-1576) and 3190 Radio Road (352-392-1575).

**A START FOR EXPLORING INTERNET SITES:**

**TOPICS AND RELATED READINGS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading 1</th>
<th>Reading 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Aug 21</td>
<td>Preface and Introduction</td>
<td>Visona, Poynor, Cole, 14-19.</td>
<td>AFRICAN RELIGION</td>
</tr>
</tbody>
</table>

The date for subsequent projected class period is given in in front of each topic.

Topics and readings for test 1 [September 30]

**SOUTHEASTERN NIGERIA**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading 1</th>
<th>Reading 2</th>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading 1</th>
<th>Reading 2</th>
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</table>

9/2 Classes dismissed for Labor Day
9/4 CAMEROON  ARCHITECTURE
Visona, Poynor, Cole, 323-6;
Geary, Christraud, “Photographing in the Cameroon Grassfields, 1970 to 1984,”

9/4 CAMEROON ROYAL TREASURIES
Visona, Poynor, Cole, 326-33;

9/9 CAMEROON SPECTACLES and MASQUERADES

9/11 GABON
Visona, Poynor, Cole, 339-47

RELIQUARIES
Visona, Poynor, Cole, 339-44.

9/11 RELIQUARIES - FANG BIERI
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<th>Date</th>
<th>Title</th>
<th>Details</th>
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<tr>
<td></td>
<td></td>
<td>Chafin, A., L’Art Kota.</td>
</tr>
<tr>
<td>9/18</td>
<td>Gabon masquerades and KWELE</td>
<td>Visona, Poynor, Cole, 344-47.</td>
</tr>
<tr>
<td>9/23</td>
<td>REVIEW [if time permits]</td>
<td>END OF MATERIAL FOR TEST 1</td>
</tr>
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<td>SEPTEMBER 30 EXAM 1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Authors</td>
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### UPPER LUALABA BASIN

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<tr>
<th>Date</th>
<th>Region</th>
<th>Sources</th>
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<tr>
<td>10/14</td>
<td>Upemba depression</td>
<td>Visona, Poynor, Cole, 400-1.</td>
</tr>
<tr>
<td>10/14 and 16</td>
<td>LUBA</td>
<td>Visona, Poynor, Cole, 402-8</td>
</tr>
<tr>
<td>10/21</td>
<td>HEMBA and 38. TABWA</td>
<td>Visona, Poynor, Cole, 408-11.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hersak, Dunja, <em>Songye Masks and Figure Sculpture</em>, London: Ethnographica, 1986.</td>
</tr>
</tbody>
</table>

**END OF MATERIAL FOR TEST 2**

**NOVEMBER 4 EXAM 2**
10/30, 11/6, and 11/13  MEET AT HARN MUSEUM

**BONUS POINTS**  If you made below a B on the first exam, you must do this. You can earn 10 bonus points if you come in an African masquerade or body adornment on the day before Halloween, October 30.  [You must be able to explain which African tradition your costume is based on and how it is worthy of the extra points.]

BEGIN MATERIAL FOR FINAL
Final is December 12, 12:30-230

THE WESTERN CONGO BASIN
DEVELOPMENT OF CONGO (formerly Zaire)

10/30 GENERAL INTRODUCTION
Introduction to Kongo across the Waters.

LOWER CONGO BASIN – MEET AT HARN

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/6</td>
<td>KONGO KINGDOM and EARLY CONTACT</td>
<td>350-5</td>
<td>Chapter 1, Kongo across the Waters. Read all labels of Section 1 of Kongo across the Waters Exhibition and labels of section on chiefs and trade in section 3.</td>
</tr>
</tbody>
</table>
11/13 Lunda

11/13 CHOKWE

KWANGO/KWILU BASIN
Visona, Poynor, Cole, 385-91.

11/18 YAKA, SUKU AND NKANU
Visona, Poynor, Cole, 371-5.
Blades, “Yaka” in Cole, I Am Not Myself, pp. 78-82;
KUBA
Rogers, Donna Coates, Royal Art of the Kuba, Austin: University of Texas, 1979.

11/20 KUBA LEADERSHIP
Visona, Poynor, Cole, 381-7.

11/20 KUBA TEXTILES
Darish, P., “Dressing for the next life: raffia textile production and use among the Kuba of Zaïre,” in Cloth and Human Experience, 1989

12/2 KUBA MASQUERADES
Visona, Poynor, Cole, 389-92

12/4 WRAP UP AND CATCH UP
END MATERIAL FOR TEST 3

FINAL – Exam includes both content exam and map test 3
December 12, 12:30-2:30
1. Algeria
2. Angola
3. Benin
4. Botswana
5. Burkina
6. Burundi
7. Cameroon
8. Cape Verde
9. Central African Republic
10. Chad
11. Comoros
12. Congo
13. Congo, Democratic Republic of
14. Djibouti
15. Egypt
16. Equatorial Guinea
17. Eritrea
18. Ethiopia
19. Gabon
20. Gambia
21. Ghana
22. Guinea
23. Guinea-Bissau
24. Ivory Coast
25. Kenya
26. Lesotho
27. Liberia
28. Libya
29. Madagascar
30. Malawi
31. Mali
32. Mauritania
33. Mauritius
34. Morocco
35. Mozambique
36. Namibia
37. Niger
38. Nigeria
39. Rwanda
40. Sao Tome and Principe
41. Senegal
42. Seychelles
43. Sierra Leone
44. Somalia
45. South Africa
46. South Sudan
47. Sudan
48. Swaziland
49. Tanzania
50. Togo
51. Tunisia
52. Uganda
53. Zambia
54. Zimbabwe
MAP FOR MAP TEST 1
MAP FOR MAP TEST 2
MAP FOR MAP TEST 3