

## SIGNATURE ROUTING LOG



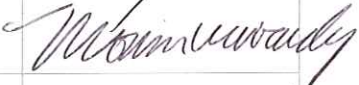


**General Information:**

Proposal Type: Course  Program  Other   
 Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): ANT 102 new  
 Proposal Contact Person Name: Chris Pool Phone: 257-2710 Email: capool0@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
dpt, curriculum cmte chair	4/21/10	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
dpt, Chair	4/21/10	Chris Pool / 257-2710 / capool0@uky.edu	
dpt, DUS	4/21/10	Monica Udvardy / 257-6919 / udvardy@uky.edu	
		/ /	
A&S Ed. Policy Cmte.	10/19/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	10/19/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	2/1/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senat	

*10/19/10  
Submitted  
to 6EOL*

ANT 102 new  
 6E 15 ✓

Comments:

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<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the

## NEW COURSE FORM

### 1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: Sept. 28, 2010
- b. Department/Division: Anthropology
- c. Contact person name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 7-4654
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Fall/2011

### 2. Designation and Description of Proposed Course.

- a. Prefix and Number: ANT 102
- b. Full Title: Archaeology: Mysteries and Controversies
- c. Transcript Title (if full title is more than 40 characters): Archaeology: Mysteries and Controversies
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

2 Lecture \_\_\_\_\_ Laboratory<sup>1</sup> 1 Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study  
\_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency  
\_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail

g. Number of credits: 3

- h. Is this course repeatable for additional credit? YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester? YES  NO

- i. Course Description for Bulletin:

Scientific archaeology has a problem: fringe ideas about mysteries of the past attract more interest than scholarly accounts of these same mysteries. In discussing the "mysterious" side of archaeology, this course asks why consideration of the past invites some of the most bizarre speculations about human life. Why do fringe theories about lost civilizations, intergalactic interactions, and mysterious technologies gain more popularity than mainstream theories? Why should serious archaeologists and students pay any attention to such "wacko" ideas? To answer these questions, this course attends to two kinds of controversies: fantastic claims in the past (such as the Myth of the Moundbuilders and the Shroud of Turin) and debates in the present (such as the cultural affiliation of Kennewick Man and uses of archaeology to promote discrimination).

- j. Prerequisites, if any: \_\_\_\_\_

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

## NEW COURSE FORM

- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both
3. Will this course be taught off campus? YES  NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply):  Fall  Spring  Summer
- b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_
5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
If NO, explain: \_\_\_\_\_
6. What enrollment (per section per semester) may reasonably be expected? 25 x 6 sections per offering
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: The course should attract interest from students from all over campus and is being submitted for consideration as a Gen Ed Inquiry Soc. Sci. course
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: \_\_\_\_\_
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: \_\_\_\_\_
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

**NEW COURSE FORM**

# University Senate Syllabi Guidelines

## General Course Information

- Full and accurate title of the course.
- Course prefix, number and section number.
- Departmental and college prefix.
- Scheduled meeting day(s), time and place.

## Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

## Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:  
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

## A. General Course Information

### **ANT 102-001: Archaeology: Mysteries and Controversies**

Department of Anthropology, College of Arts and Sciences

Course meeting times: MWF 11:00 to 11:50

Course location: Whitehall Classroom Building room not yet assigned

## B. Instructor Contact Information

Professor: TBA,

Preferred method of contact: TBA

Office hours: TBA

Office phone: TBA

Office location: TBA

Email address: TBA

Teaching Assistant: TBA

Office hours: TBA

Office location: TBA

Email: TBA

## C. Course Description

### **Overview:**

Scientific archaeology has a problem: fringe ideas about mysteries of the past attract more interest than scholarly accounts of these same mysteries. In discussing the “mysterious” side of archaeology, this course asks why consideration of the past invites some of the most bizarre speculations about human life. Why do fringe theories about lost civilizations, intergalactic interactions, and mysterious technologies gain more popularity than mainstream theories? Why should serious archaeologists and students pay any attention to such “wacko” ideas? The course explores the history and origins of fantastic archaeology and why people believe in fantastic interpretations. The course also provides an introduction to the methods of inquiry in archaeology so that students can confront archaeological mysteries with arguments based on carefully recovered evidence and coherent logic. As is true with most social sciences, archaeology does not have a dominant metaphysical paradigm. This means that mainstream archaeologists disagree about how to interpret the past. How, then, can we distinguish between arguments that some archaeologists merely disagree with (e.g. materialist versus idealist explanations of Stonehenge) and arguments that are unequivocally wrong (e.g. Stonehenge was built by aliens)?

Engaging with fantastic stories of the past is important for two reasons. First, such stories can be used to promote ideas that are harmful to various human populations. For example, fantastic archaeology of the origins of Germany lent credence to Nazi rhetoric in the 1930s. Furthermore, myths about the builders of mounds in the Ohio Valley encouraged racist discrimination against Native Americans in the 19th century. A second reason to engage with

fantastic stories about the past is that they have a broad audience in popular media. The American public's love affair with popular though inaccurate (e.g. *Raiders of the Lost Ark*) representations of the past reveals a deep-seated fascination with prehistory. This course considers how scientific archaeology, rather than dampening such fascination, can redirect it to a concern for conservation of the remains of the past.

Conservation of the past, however, is not a straightforward matter. Debates arise regarding who owns the past (descendants of ancient people, archaeologists, government agencies), who should decide what to preserve, who should pay for conservation, and how archaeologists can partner with descendant communities and other groups that claim a stake in the past. The two topics of this class—mysteries of the past and debates in the present—underscore the relevance of archaeology to contemporary society. Archaeology is relevant because contemporary people build identities from the past, because preservation of heritage has become an urgent issue, because the materiality of the past helps correct historical misconceptions, because it gives a deep historical context within which we can consider our own lives, because archaeological tourism has become a multi-billion dollar business...the list goes on and on. The course synthesizes the multiple intersections between archaeology and society. This amounts, in the end, to answering the question of why we do archaeology in the first place.

In sum, this course discusses two kinds of controversies: fantastic claims in the past (such as the Myth of the Moundbuilders and the Shroud of Turin) and debates in the present (such as the cultural affiliation of Kennewick Man and uses of archaeology to promote discrimination).

### **Student Learning Outcomes:**

- Analyze** different kinds of evidence and discern which kinds are circumstantial and which kinds are systematic.
- Detect** pseudo-archaeology when students see it.
- Judge and critique** rhetorical strategies and logical fallacies that underlie inaccurate portrayals of the past.
- Explain** why non-scientific and even downright wacky explanations of mysteries of the past continue to entice otherwise reasonable Americans.
- Apply** multiple interdisciplinary methods (archaeology, history, physical sciences, art history) to make inferences about the distant past.
- Appreciate** the multiple publics and multiple stakeholders that contend for control over cultural heritage.
- Appreciate** the multiple competing theoretical frameworks within mainstream archaeology.

--**Develop** research skills that prioritize peer-reviewed knowledge and expose the shoddiness of what often passes for reliable information on the internet.

--**Demonstrate** a working understanding of the scientific method as it is used in archaeology.

### **Course Goals/Objectives:**

Beyond the student learning outcome stated above, this class has six major goals. The first major goal is to provide students with an appreciation of archaeological research methods and the critical, scientific perspective required to evaluate evidence before drawing conclusions. Such a perspective is invaluable beyond the classroom since it equips students to evaluate evidence and make decisions in many areas of life, such as the business world and at the polls.

A second and closely related goal is to explore the diversity of theoretical positions within archaeology and to explain how discord within mainstream archaeology does not prevent archaeologists from being able to speak authoritatively about crackpots beyond the fold.

The third goal is to understand why and how pseudo-scientific explanations take root. Such an understanding promotes an impassioned rather than a dismissive viewpoint toward believers in fantastic accounts of the past. An impassioned viewpoint will help students channel others' excitement about the past into a concern for preservation of cultural heritage.

Closely related to the third goal, the fourth goal is to emphasize the importance of heritage preservation while at the same time providing an appreciation of the conflicts and controversies surrounding ownership of the past.

The fifth goal is to show students that some of the real discoveries in archaeology are as exciting as those in archaeological fantasies and that the truth about the past is often stranger than fiction.

The sixth goal is to show that fantastic archaeology must be taken seriously because it can have dangerous consequences when coupled with political and social movements.

### **Required Materials**

There are textbooks for this class as well as a series of individual essays. There will be assigned readings for every class meeting. The readings listed for a particular class period **must be read before you come to class that day**. The schedule (see below) contains the reading assignments for each class period.

#### **Textbooks:**

--Feder, K. L. 2008 *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology* McGraw Hill, New York.

--Atwood, R. 2004 *Stealing History: Tomb Raiders, Smugglers, and the Looting of the Ancient World*. St. Martin's Press, New York.

#### **Articles:**

There will be several articles, available online. See the schedule at the end of the



syllabus to determine when specific articles must be read.

### Outline of the Content

The content of the class is outlined in great detail, week by week, in the "Course Schedule" at the end of this syllabus.

### Grading

#### Grade components:

Test (week 6)	75 points (15%)
Test (week 10)	75 points (15%)
Final exam (time and place TBA)	125 points (25%)
Five page paper:	100 points (20%)
Class participation:	75 points (15%)
Journal/blog:	50 points (10%)

**Mid-term Evaluation** consists of the average of Test 1 and class participation up to the week prior to when mid-term grades are due.

#### Final Grade Calculation

- A = 450 to 500 points
- B = 400 to 449 points
- C = 350 to 399 points
- D = 300 to 349 points
- E = 299 points or below

**Class participation (15% = 75 points)** consists of two activities: 1) Responses during class using remote clickers; and participation in weekly breakout sections led by the TA.

**Tests and final exam (55% = 275 points):** Tests (including the final exam) will involve multiple choice questions with immediate feedback and a variety of other exercises (compare and contrast, visual identifications, long answer, etc). Material from the tests will be drawn mostly from lectures, but will also include readings.

**Paper (20% = 100 points):** Each student will write a five page paper due at the end of the semester. A first draft of the paper will be due during week 12. Completing the paper will require library research as well as material from assigned readings and lectures. You will have a choice of topics for your research paper. These topics include:

Kensington Runestone	Nazca Lines	The James Ossuary
Bosnian pyramid of Visocica	King Tut's curse	Pyramids of power
Knights of the round table	Ley lines	Gigantic heads of Easter Island

**Journal/blog (10% = 50 points):** Each student will keep a journal/blog and will make four entries in their journal/blog throughout the course of the semester. Journal entries require

students to reflect critically on current events and/or fantastic archaeology web postings. Two journal/blog entries will focus on topics related to material covered in weeks 2 to 9, one entry will require students to take a position on how mainstream archaeologists should attend to mysteries from the fringe (week 10), and one entry will require students to take a position on a contemporary controversy within mainstream archaeology (weeks 11-15).

**Tentative course schedule:** A tentative course schedule can be found at the end of this syllabus.

**Policy on Academic accommodations due to disability:** Students with disabilities should contact the professor as soon as possible as well as Disability Resource Center. The Disability Resource Center is the appropriate office "to request specific assistance so that the required medical or psychological documentation can be reviewed and reasonable accommodations can be provided from the beginning of class work in order to achieve the greatest benefit" (Quoted from DRC url: [student.http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html)) The Disability Resource Center is located in Room 2 of the Alumni Gym. The phone number and email address are 257-2754, [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu). The Disability Resource Center will provide you with a Letter of Accommodation. Present a copy of the letter to the professor.

#### **Dead Week**

No tests or unscheduled assignments will be due during dead week.

### **D. Course Policies**

- 1. Attendance:** Students who do not attend class regularly will receive low grades for class participation and may be in danger of failing the class.
- 2. Excused Absences/Verification:** The only excused absences are those that result from 1) serious illness, 2) death in the family, 3) University-related trips, or 4) major religious holidays
- 3. Makeup Opportunity:** If you have an excused absence on a day when a test occurs or an assignment is due, you will be permitted to arrange a make-up opportunity on a case by case basis.
- 4. Verification of absence:** In the case of University-related trips and major religious holidays, an absence will only be excused if the student notifies the TA **BEFORE** the anticipated absence. A medical absence does not require notification prior to the absence, but will later require medical documentation (a date-stamped form from the University Health Services). Any absence requires paper copies of official documentation. For a death in the family, the appropriate documentation consists of an obituary. For serious medical illness, appropriate documentation consists of a date-stamped statement from University Health Services. Documentation of serious illnesses or deaths in the family must be submitted no later than one week after the day of the missed class. If a single illness causes you to miss more than one class, you need to turn in a note from a doctor explaining this.

**5. Submission of Assignments:** Assignments must be submitted to the professor in class on the day in which they are due.

**6. Academic Integrity, cheating, and plagiarism:** All of the assignments and the paper must be your own work, expressed in your own words, and organized under a plan of your own devising. If you submit work that was copied from another student or from an already published source such as a book or a website and fail to fully acknowledge the source, you will receive an automatic E for the assignment and may suffer broader repercussions. For guidelines about what constitutes plagiarism, I will be giving every student the first two pages of the Academic Ombudsman's statement on plagiarism. The full document is available on the course Blackboard website or can be found at <http://www.uky.edu/Ombud/Plagiarism.pdf> For the University Senate Rules regarding procedures and penalties for academic offenses, please see <http://www.uky.edu/USC/New/SenateRulesMain.htm>

**7. Classroom Behavior, Decorum and Civility.**

a) We are all required to respect the rights of others in the classroom. Please come to class on time, and if you must be late, enter the room quietly and take the first available seat. Please do not read the newspaper or other course materials during class time, and do NOT chat with your classmates – this is disruptive to others. Please TURN OFF all cell phones prior to the start of class and store them away, along with any other electronic equipment with one exception (next sentence) during the class period. Students are allowed to take notes on a computer rather than on paper if they prefer, but they must refrain from other types of computer activities during class.

b) This instructor, department, college and university respect the dignity of all individuals and we value differences among members of the academic community. We also recognize the importance of discussion and scholarly debate in academic discovery, and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. In this classroom, we will conduct ALL discussions with respect, civility and responsibility. Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the room. THERE CAN BE NO DEVIATION from this rule. Persistent problems will be reported to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum.

**8. Professional Preparations:** All students must comport themselves as professionals, which means being prepared for every class meeting.

**9. Group Work and Student collaborations:** Group work and collaborations will be limited to weekly breakout sections. The final paper is an individual effort though discussions with other

students about sources and topics are allowed. Please consult the section above entitled academic integrity, cheating, and plagiarism for more information.

**10. Blackboard:** Important class announcements will be posted and emailed through Blackboard, so every student must affirm that the email account listed on blackboard is the right one. The blackboard site will also contain lecture outlines, Powerpoint slide shows, the syllabus and other materials. To get to Blackboard, go to [www.uky.edu](http://www.uky.edu), select "Link blue" at the top left portion of the screen. Then select either "myUK" or "Blackboard" from the menu at the left. Then sign in. If you select "myUK", you need to click the Blackboard tab at the top.

## Class Schedule

### Week 1: Science and Pseudo-science

readings:

- Feder, Chapters 1 and 2
- Mole, P. 2004 Nurturing suspicion: What college students learn about science. *Skeptical Inquirer* 28(3):33-37.
- Fagan, G. "Diagnosing Pseudoarchaeology," in *Archaeological Fantasies: How pseudoarchaeology misrepresents the past and misleads the public*, p. 23-44

### Week 2: Lost and Found: Atlantis and Troy

readings:

Atlantis:

- Feder, Chapter 7
- Kühne, R. W. 2004 A location for "Atlantis"? *Antiquity* 78.
- Friedrich, W. L. 2006 Santorini Eruption Radiocarbon Dated to 1627-1600 B.C. *Science* 312:548.
- [http://ancienthistory.suite101.com/article.cfm/atlantis\\_and\\_thera](http://ancienthistory.suite101.com/article.cfm/atlantis_and_thera).

Troy:

- Rose, B. C. 1998 Troy and the Historical Imagination. *The Classical World* 91(5):405-413.
- Thompson, D. P. 2004 *The Trojan War: Literature and Legends from the Bronze Age to the Present* McFarlane and Company, Jefferson, NC. (Chapter 8)

### Week 3: Hoaxes: Piltdown Man and Cardiff Giant

Readings:

- Feder chapters 3 and 4.
- "Bogus! An Introduction to Dubious Discoveries"  
<http://www.archaeology.org/online/features/hoaxes/intro.html>
- Gould, S.J. 1980. The Piltdown conspiracy. *Natural History* Aug.: 8-28.

### Week 4: Chariots of the Gods? Ancient Aliens and Ancient Astronomy

Readings:

- Feder, Chapter 8

- Bainbridge, W. S., 1978 Chariots of the gullible. *Skeptical Inquirer* 3(2):33-48.
- Van Daniken, Chariots of the Gods, chapters 1 and 2
- Wertime, R. A. and A. M. H. Schuster 1993 Written in the stars: celestial origin of Maya creation myth. *Archaeology* 46(4):26-32.

#### **Week 5: Myth of the Moundbuilders**

readings:

- Feder Chapters 6-7

#### **Week 6: Walk like an Egyptian**

readings:

- Feder Chapter 9
- Jordan, P. 2006 Esoteric Egypt. In *Archaeological Fantasies: How pseudoarchaeology misrepresents the past and misleads the public*, edited by G. G. Fagan, pp. 109-128. Routledge, New York.
- O'Connor, D. 2002 Pyramid Origins: A New Theory. In *Leaving No Stones Unturned: Essays on the ancient Near East and Egypt in honor of Donald P. Hansen*, edited by E. Ehrenberg, pp. 169-182. Eisenbrauns, Winona Lake, Ind.

#### **Week 7: Who ELSE discovered America?**

Film: *1421: The Year China Discovered America?*

Readings:

- Feder Chapter 5
- Wallace, B. 1982 Viking Hoaxes. In *Vikings in the West*, edited by E. Guralnick, pp. 53-76. Archaeological Institute of America, Chicago.
- Ortiz de Montellano, B., G. Haslip-Viera & W. Barbour 1997 They were NOT here before Columbus: Afrocentric hyperdiffusionism in the 1990s. *Ethnohistory* 44(2):199-234.

#### **Week 8: Biblical Archaeology: Noah's Ark and the Shroud of Turin**

readings:

- Feder, Chapter 11
- Schiermeier, Q. 2004 Noah's flood. *Nature* 430: 718-719.
- Toumey, C. P. 1997 Who's seen Noah's Ark. *Natural History* 106(9):14-17.
- Willcocks, W. and H. Rassam 1910 Mesopotamian Trade. Noah's Flood: The Garden of Eden. *The Geographical Journal* 35:459-460.
- Weaver, K.1980 Science seeks to solve the mystery of the Shroud. *National Geographic* April:730-752.

#### **Week 9: Stonehenge**

readings:

- Feder Chapter 10
- Hawkins, G. 1963 Stonehenge Decoded. *Nature* 200:306-308.

### **Week 10: What do we do about Fantastic archaeology?**

#### readings:

- Williams, S. 1987 Fantastic archaeology: what should we do about it? In *Cult Archaeology and Creationism*, edited by F. B. Harrold and R. A. Eve, pp. 124-133. U. of Iowa Press.
- Holtorf, C. 2005 Beyond Crusades: How (Not) to Engage with Alternative Archaeologies. *World Archaeology* 37(4):544-551.
- Fagan, G. G. and K. L. Feder 2006 Crusading against Straw Men: An Alternative View of Alternative Archaeologies: Response to Holtorf (2005). *World Archaeology* 38(4):718-729.
- Schermer, M. 1977 *Why People Believe Weird Things: Pseudoscience, Superstition, and Other Confusions of Our Time*. W.H. Freeman, New York. CHAPTER 2

### **Week 11: The NAGPRA debate**

#### readings:

- Anderson, D. 1996 Reburial: Is it Reasonable? In *Archaeological Ethics*, edited by K. D. Vitelli.
- Clark, G. A. 1999 NAGPRA, science, and the demon-haunted world. (3): . *Skeptical Inquirer* 23(3):44-48.
- Watkins, J. 2004 Becoming American or Becoming Indian: NAGPRA, Kennewick and Cultural Affiliation. *Journal of Social Archaeology* 4(1):60-80.

### **Week 12: Nationalism and Nazism**

#### readings:

- Scott, K. 1932 Mussolini and the Roman Empire. *The Classical Journal* 27:645-657.
- Arnold, B. 1990 The Past as Propaganda: Totalitarian Archaeology in Nazi Germany. *Antiquity* 64(464-478).
- Trigger, B. 1995 Romanticism, Nationalism and Archaeology. In *Nationalism, Politics and the Practice of Archaeology*, edited by P. L. Kohl and C. Fawcett, pp. 263-279. Cambridge University Press, Cambridge.

### **Week 13: Public Archaeology and Archaeological Tourism**

#### Readings:

- selections from Derry, L. and M. Malloy 2003 *Archaeologists and Local Communities: Partners in Exploring the Past*. Society for American Archaeology, Washington, DC.
- White, E. C. 2002 Archeaology and Tourism at Mount Vernon. In *Public Benefits of Archaeology*, edited by B. Little, pp. 146-156. University Press of Florida, Gainesville.

### **Week 14: Preservation, CRM and Looting**

#### Readings:

- Atwood, R. 2004 *Stealing History: Tomb Raiders, Smugglers, and the Looting of the Ancient World*. St. Martin's Press, New York.

### **Week 15: contested heritage**

Readings:

- Bernbeck, R. and S. Pollack 1996 Ayodhya, Archaeology, and Identity. *Current Anthropology* 37(Supplement):S138-S142.
- Daehnke, J. D. 2007 A 'strange multiplicity' of voices: Heritage stewardship, contested sites and colonial legacies on the Columbia River *Journal of Social Archaeology* 8:250-275.

# General Education Course Approval Cover Sheet

Date of Submission 9/28/10

## 1. Check which area(s) this course applies to

Inquiry - Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry - Humanities	<input type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry - Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry - Social Sciences	<input checked="" type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Global Dynamics	<input type="checkbox"/>

## 2. Provide Course and Department Information.

Department: Anthropology

Course Prefix and Number: ANT 102 Credit hours: 3

Course Title: Archaeology: Mysteries and Controversies

Expected Number of Students per Section: 25 x 6 Course Required for Majors in your Program (check one)? Yes  No

Prerequisite(s) for Course? None

This request is for (check one) A New Course  An Existing Course

### Departmental Contact Information

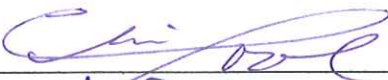
Name: Scott Hutson Email: scotthutson@uky.edu


Office Address: 208 Lafferty Hall Phone: 257-9642

## 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

## 4. Signatures

Department Chair:  Date: 10/28/10

Dean:  Date: 10/19/10

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>



**Course Review Form  
Intellectual Inquiry in the Social Sciences**

**Course Name:** Ant102: Archaeology: Mysteries and Contro

**College:** Arts and Sciences

**For Review Committee Use Only**

Accept  Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Topics of lectures, films and readings in weeks 4, 9, 11, and 15. Weeks 4 and 9 discuss outer space and Stonehenge. In both weeks, we begin by debunking fringe views, such as alien involvement in (see below)

Brief Description:

(continued from above) Maya and British prehistory. However, within mainstream archaeology, interpretations of the meanings of outer space and Stonehenge are far from settled. For example, idealists believe that Maya astronomy and cosmology were core aspects of Maya historical processes. Materialists believe that Maya skywatching and religion in general were merely epi-phenomenal to the economic foundations of Maya society. Thus, students learn multiple theoretical perspectives..

- Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Tests and exam, topics of lectures, films and readings in week 1-9.

Brief Description:

The main goal of this course is to equip students with the tools to evaluate knowledge claims critically. In each of the first 9 weeks of class, students will learn about how systematically deployed archaeological methods de-mystify mysteries of the past, expose frauds, and contribute to social scientific knowledge. They will be tested on this throughout the semester so if they do not internalize the methods and ethics of inquiry, they will not pass the class.

- Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Final paper, tests and exam.

Brief Description:

Since the major goal of this class is to show how popular misunderstandings of the past gain currency through emotion, bias, and incomplete/incorrect information, a key skill that students will demonstrate on their final paper and tests is the ability to distinguish peer-reviewed content from unsubstantiated claims, particularly on the internet. The final paper will be exemplary in this regard since they will need to identify and use appropriate information resources.

- Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Journal entries three and four, final exam, and topics of lectures, films and readings in weeks 10-15

Brief Description:

The final third of the class (and the final exam) focuses heavily on how archaeology is relevant to contemporary society. In completing their third and fourth journal entries, students will reflect critically on how archaeology can be used as ammunition in identity politics and how the sensitivity that archaeologists show/do not show to the general public can determine archaeology's future. They will also become accountable to how cultural preservation affects native people, real estate developers, scientific archaeology, and taxpayers.

- Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Journal entries one and two, Final paper, exercises within TA breakout sessions.

Brief Description:

In the final paper, students must take a single mystery of the past and identify not only how it has been misinterpreted but also how a scientific archaeologist would go about researching the issue. Then, playing the role of such an archaeologist, they conduct library-based research themselves in order to come up with their own judgments. Journal entries one and two will require students to formulate the kinds of research questions missing in fantastic interpretations of the past.

Reviewer's Comments