## Course Information

Date Submitted: 1/14/2013

Current Prefix and Number: ANT - Anthropology , ANT 102 - ARCHAELOGY: MYSTERIES &CONTROVERSIES

Other Course:

Proposed Prefix and Number: ANT 102dl

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: College of Arts &Sciences

b. Department/Division: Anthropology

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Scott Hutson

Email: scotthutson@uky.edu

Phone: 257-9642

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2013

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: ARCHAELOGY: MYSTERIES AND CONTROVERSIES

Proposed Title: ARCHAEOLOGY: MYSTERIES AND CONTROVERSIES

c. Current Transcript Title: ARCHAELOGY: MYSTERIES &CONTROVERSIES

Proposed Transcript Title: ARCHAEOLOGY: MYSTERIES &CONTROVERSIES

d. Current Cross-listing:   none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   LECTURE:  2

   RECITATION:  1

   Proposed Meeting Patterns

   LECTURE:  2

   RECITATION:  1

   OTHER:  3

f. Current Grading System:   ABC Letter Grade Scale

   Proposed Grading System:   PropGradingSys

g. Current number of credit hours:   3

   Proposed number of credit hours:   3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current 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).

   Proposed Course Description for Bulletin:   Same as above. Note that the course already counts as a UK Core course. We are submitting the appropriate forms so that online course will also be UK Core

2j. Current Prerequisites, if any:   Prerequisite: None.

    Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component:

3.  Currently, is this course taught off campus?   No

Proposed to be taught off campus?   No      3

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6.  Check box if changed to 400G or 500:   No

## Distance Learning Form

Instructor Name:   Scott Hutson

Instructor Email:   scotthutson@yahoo.com

Internet/Web-based:   Yes

Interactive Video:   No

Hybrid:   No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   The course uses blackboard, email, chat and other digital packages for interaction between students and faculty. As many online professors stated at the Technologhy and Teaching Workshop Series, sponsored by the College of Arts and Sciences, interaction between faculty and students tends to be higher for online classes.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Course goals are the same, though DL student experiences will be enriched by additional media. Tests, assignments, journal entries and presentations will be used in a similar manner to the classroom-based version of the class, thus successfully assessing learning outcomes.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

## A. General Course Information

ANT 102dl: Archaeology: Mysteries and Controversies
Department of Anthropology, College of Arts and Sciences
Summer I: May 8 to June 19
**Course Access/Class time and location**: This is an online course. To access the course visit http://elearning.uky.edu and login to Blackboard with your **LINK BLUE**

## B. Instructor Contact Information

Professor: Scott R. Hutson
**Contact information**: The best way to contact the instructor is through the send e-mail function on Blackboard.
**Virtual Office Hours:** Generally, the fastest way to contact me is through the send e-mail function on Blackboard. I will respond within 24 hours. For SKYPE appointments: please e-mail me to set up a meeting time. My regular office hours will be **Mondays and Wednesdays between 2:00 pm and 4:00 pm**. I will be available for SKYPE appointments and I will answer all student emails as soon as possible during these hours. Please try to schedule any SKYPE appointments during this time. If this time does not work for you, please contact me to schedule another meeting time.

## C. Course Description

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).

**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 outcomes 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.

## To Succeed in this course, follow these tips:

**--READ ALL INSTRUCTIONS CAREFULLY AND FOLLOW THEM.** the Blackboard page for this class is the gateway for success. To get to blackboard, go to http://www.elearning.uky.edu. If you are having trouble with blackboard, go to University of Kentucky Instructional Technology (UKIT): http://www.uky.edu/UKIT/help OR, call 859 218 HELP. See the class policies section below for more information of technology.

--**Devote four to five hours per day to this class**. This is an intense class because we are packing 15 weeks of material from a traditional semester into six weeks. EXPECT  YOUR DAILY WORKLOAD TO BE MORE THAN DIOUBLE WHAT YOU WOULD DO FOR A TRADITIONAL SEMESTER-LONG CLASS. You should be viewing material on-line and completing readings every single day. Furthermore, there are films to watch and various assignments spaced throughout the term. You will need to spend four to five hours a day on the class in order to keep up.

--**Keep up with the schedule**. There is a handy schedule at the end of the syllabus that provides a guide of material on a day to day basis. You cannot afford to fall very far behind.

--Take notes as you read, and view lectures, films, and student presentations. The tests are open-book but timed so that if you choose not to study and instead rely primarily on your notes or books, you will not have enough time to look up answers. Better to take notes, study, and prepare for tests as if they were closed book.

--**Do assignments on time** (research presentations, assignments, journal entries, comments on the journal entries of your writing group members, submission of test questions, comments on research presentations).

--Be respectful of your fellow students. Learn to appreciate their contributions while at the same time helping them to further their own knowledge and goals.

--Make sure your computer is configured so that you can access all of the materials for the course. See "Minimum technology requirements" below, under "Required Materials."

--Get intimately familiar with Blackboard. You will use Blackboard to access almost all of the course materials, so get to know it well. Below in the "Required Materials section, there is a link to a tutorial called Bb101. This is a good place to get started if you come to this class without any familiarity with Blackboard.

--Think critically, reflect thoughtfully, and express your ideas as they develop. You'll get more out of the class, and that will be reflected in your overall grade.

## Required Materials

There are textbooks for this class as well as a series of individual essays. 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.

**Books may be purchased from the following stores.**

- Kennedy Bookstore, 405 S. Limestone, (859) 252-0331
  or go to the website: http://www.kennedys.com
- Wildcat Text Books, 563 S. Limestone, (859) 225-7771
  or go to the website: http://www.wildcattext.com
- UK Bookstore 106 Student Center Annex, (859) 257-6304
  or go to the website: http://www.uk.bkstr.com

You can also purchase textbooks through any of the Internet bookstores, but you will need to rush shipping for them because **you will need to begin reading the first day of the semester.**

Additional readings (articles, book chapters, news media, films, videos, etc) may be required as well, but will be made available through E-reserves through the UK library, through the course content section of Blackboard, and through Internet sources. Specific texts are listed in the reading / assignment schedule

## 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 1 | 240 points (47.5%) |
| Journal entries: | 75 points (15%) |
| Class participation: | 75 points (15%) |
| Presentation and Assignments: | 110 points (22.5%) |

### 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

**Tests (47.5% = 240 points):** Tests will involve a variety of exercises (compare and contrast, visual identifications, short answer, etc.). Material from the tests will be drawn from all aspects of the class. There will be a test each Monday. Each test is worth 40 points. The test schedule is
**Test 1:** Mon. May 14, (between 12:00 pm and 9:00 pm, you have 45 minutes.)
**Test 2:** Mon. May 21, (between 12:00 pm and 9:00 pm, you have 45 minutes.)
**Test 3:** Mon. May 28, (between 12:00 pm and 9:00 pm, you have 45 minutes.)

**Test 4:** Mon. June 4, (between 12:00 pm and 9:00 pm, you have 45 minutes.)
**Test 5:** Mon. June 11, (between 12:00 pm and 9:00 pm, you have 45 minutes.)
**Test 6:** Mon. June 18, (between 12:00 pm and 9:00 pm, you have 45 minutes.)

Students will take the tests electronically through Blackboard and must be completed by 9:00 pm on the day of the stated day of the test. The examination will be available beginning at 12:00 pm, so you have a 9 hour window to take the test. It is your responsibility to make sure that you access the material during that time period. You can access the examination any time during the 9-hour window but you can only access it once. Once you access an examination you will have a fixed amount of time—45 minutes--to complete and submit it. If you go over the time you will receive an automatic score of zero. It is your responsibility to watch the time and submit the examination in time.

Online examinations are **open-book**. However, you will not have enough time to complete the tests if you have not studied carefully. Furthermore, the tests require you to analyze, compare, and synthesize, so texts on the web will not contain quick answers. Notes, texts, and the web can only serve as a reference: they will not be able to do the thinking required to pass the tests.

EACH STUDENT MUST TAKE THE TEST ALONE, WITHOUT HELP FROM OTHER STUDENTS. See the section 6 ("Academic Integrity") below in the course policies section for more information.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Additional resources include: Instructional Technology (UKIT): http://www.uky.edu/UKIT
http://www.uky.edu/DistanceLearning
Please also inform the course instructor when you are having technical difficulties. The instructor will be available during each of the four hours of availability of each test by instant message or phone to help you.

**Final examination information**: There is no final exam. Rather, there are six tests. Detailed information about these tests can be found above.

**Journal entries (15% or 75 points)**: Each student will write three journal entries and submit them to open forums on blackboard. The final drafts of journal entries will be due at 5:00 pm on May 28, June 7 and June 17. For the first two journal entries, first drafts are due on May 26th and June 4th at 5:00 pm. First drafts are not due for the third journal entry. Each journal entry will be no more or less than 2 double spaced pages. Each student will be part of a journal writing group, consisting of three to four students. Your fellow writing group members will comment on each of your journal entries (see class participation, below), and you will have a chance to revise your entry, based on the comments from your writing group, before turning it in to the instructor. Each journal entry will be worth 25 points. The topic and submission details of the journal entries will be announced during the course of the class.

**Class Participation (15% or 75 points)**
There are three ways to earn points through class participation: responses to journal

entries, responses to presentations, and providing test questions. All of this will take place in blackboard and you will be instructed prior to each deadline about where on blackboard to register your participation.

**Responses to journal entries (20 points)**: Each of you will be part of a journal writing group (see above under journal entries), and you will comment on the journal entries of the other members of your group (journal entries will be available on blackboard). You will do this for the first and second journal entries, and each time, you will write two comments: one on the entry of one group member, the other on the entry of a second group member. (In total, you will write 4 comments through the course of the semester, the first two due on May 27th at 5:00 pm and the second two due on June 6th, 5:00 pm). Each comment is worth 4 points, will be submitted to blackboard, and will be read by the person on whose entry you are commenting. The goal of the comments is to help your writing group member improve their journal entry. Each comment should be no more than one double spaced page and no less than half of a page. Four points per comment, 16 points total.

**Responses to presentations (25 points)**: Each of you will help evaluate the presentation. In each evaluation you will comment on a strength or weakness of each presentation, following a grading rubric, and pose one question to each of the two sides. Your evaluations, which you will send to the instructor, will be anonymous but the comments to the presenters will be posted on an open forum in blackboard. Remember that your evaluation affects the grade of the presenter, so pay careful attention. Responses are due by the end of the first calendar day after the presentation was uploaded. In other words, if a presentation was uploaded on May 21st at 5:50 pm, you must submit your comments and vote by May 22nd, 11:59 pm.

**Online discussion board (30 points):** Five times in the course of the semester (on Fridays: May 11th, May 18th, May 25th, June 1st, and June 8th) you will post a question to the wall of the class Facebook page or the discussion threads in Blackboard and then answer one of the questions posed by your fellow students. Questions are based on material from the week leading up to the Friday in which you post your question. Questions must be posted by 11:59 pm Friday night. Answers must be posted by 11:59 pm Sunday night.

**Presentation and Assignments (22.5% or 110 points):** Each student will complete two assignments and a presentation during the semester. The due date and specific instructions of the assignments and presentation will be announced as the semester begins.

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

**Policy on Academic accommodations due to disaility:** Students with disabilities should contact the professor as soon as possible as well as the 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)
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. The Disability Resource Center will provide you with a Letter of Accommodation. Present a copy of the letter to the professor.


## D. Course Policies

**1. "Attendance":** All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus. You are expected to spend a MINIMUM of 3-4 hours per day (5 days a week) working with the course material (including reading, writing, interacting with other students in the course, etc.).

**2. Excused Absences**: The course meets asynchronously, so "absence" refers to a failure to turn in work on time. 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. Problems associated with your computer, procrastination, or forgetfulness are not acceptable excuses for late submission of assignments. It is YOUR responsibility to make sure that you access and submit assignments on time.

**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, any material missed 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 or your primary care provider, for example). For a death in the family, the appropriate documentation consists of an obituary. 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: All assignments must be submitted online via the dropbox on Blackboard. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use only alpha-numeric characters (a-z, 0-9) before the file extension (example .doc or .docx). Example: SamAdamsEssay2.doc . Blackboard does not accept file names with characters like !@#$%.

## 6. Academic Integrity, cheating, and plagiarism:

PLAGIARISM and CHEATING are serious academic offenses.
The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.
"***Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of***

***aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."***

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism.

"***All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression.***

***When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.***

***Plagiarism includes reproducing someone else's work........ If the words of someone else are used, the student MUST put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic***."

Charges of an academic offense will be made against any student that cheats or commits plagiarism. Penalties for such an offense will be assessed according to University Regulations regarding Academic Offenses.  The most severe penalties include suspension or dismissal from the University.

For additional guidelines about what constitutes plagiarism, see the Academic Ombudsman's statement on plagiarism. The full document 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

**NOTE**\* In addition to the circumstances listed above, the following activities are considered evidence of cheating:

1) Any talking to another student during an examination.
2) Looking at another students' work during an examination, or allowing another student to look at your work.
3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, unless the assignment has been identified as a group assignment.

A very important component of this class is for students to critically evaluate the work of other students. The goal of these evaluations is for each of you to learn from each other and help each other improve the work you are doing for this class. Keep in mind that when a student gives you access to their work so that you can evaluate it, that student is bearing their soul. Also, the student will have access to your response to his/her work. Thus, in your responses and evaluations, you must be extremely respectful to your fellow students. Any criticisms should be constructive and do not hesitate to congratulate your fellow students for work that is well done.

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 virtual 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.

**Appropriate Online Behavior:**

In general, students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity.  All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environments where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).
Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.
Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at http://www.uky.edu/StudentAffairs/Code/part2.html


**8. Professional Preparations**: Not applicable.

**9. Group Work and Student collaborations:** Group work and student collaborations will be monitored on Blackboard. See the section above on grading

**10. The Primary class interface is Blackboard. You will check blackboard every day. Students** must affirm that the email account listed on blackboard is the right one. To get to Blackboard, go to https://elearning.uky.edu. Or, go to www.uky.edu, select "Link blue" at the top of the screen. Then select "Blackboard" from the menu at the left. Then sign in.

11. **Minimum Technology Requirements:**
Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

> **1.** Go to this site to check the **minimum hardware, software and browser requirements**:http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx
>
> **2.** Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to https://download.uky.edu/ to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox.**
>
> **3.** Go to http://java.com and click on the **Free Java Download** button. Run the installer to get the latest version.
>
> **4.** You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx then click **BbGO!** If you do not have these installed, you can download them from this site.
>
> **5.** To download **Windows Media Playe**r, click this link: http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx
>
> **6.** Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: https://download.uky.edu/.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Another important resource is University of Kentucky Instructional Technology (UKIT): http://www.uky.edu/UKIT/Help
Finally, consult http://www.uky.edu/DistanceLearning
Please also inform the course instructor when you are having technical difficulties.

**Bb 101 for First-Time Online Students**
This is a brief introduction for students using Blackboard for the first time.
- Go to http://elearning.uky.edu and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit.**

**Distance Learning Library services:**
> --Carla Cantargallo, DL Librarian
> --www.libraries.uky.edu/DLLS
> --859 257 0500 ext 2171 • long-distance phone number: (800) 828-0439 (option #6)

- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16


**Class Schedule**

**Unit 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

**Unit 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.
  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)

**Unit 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.

**Unit 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.

**Unit 5: Myth of the Moundbuilders**
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> readings:
>
> -- Feder Chapters 6-7

**Unit 6: Walk like an Egyptian**
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> readings:
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> --Feder Chapter 9
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> -- 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.
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> -- 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.

**Unit 7: Who ELSE discovered America?**
>
> Film: *1421: The Year China Discovered America?*
>
> Readings:
>
> --Feder Chapter 5
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> --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
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> 1997 They were NOT here before Columbus: Afrocentric hyperdiffusionism in the 1990s. *Ethnohistory* 44(2):199-234.

**Unit 8: Biblical Archaeology: Noah's Ark and the Shroud of Turin**
>
> readings:
>
> --Feder, Chapter 11
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> --Schiermeier, Q. 2004 Noah's flood. *Nature* 430: 718-719.
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> -- Toumey, C. P. 1997 Who's seen Noah's Ark. *Natural History* 106(9):14-17.
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> -- Willcocks, W. and H. Rassam 1910 Mesopotamian Trade. Noah's Flood: The Garden of Eden. *The Geographical Journal* 35:459-460.
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> -- Weaver, K.1980 Science seeks to solve the mystery of the Shroud. *National Geographic* April:730-752.

**Unit 9: Stonehenge**
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> readings:
>
> --Feder Chapter 10
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> -- Hawkins, G. 1963 Stonehenge Decoded. *Nature* 200:306-308.

**Unit 10: What do we do about Fantastic archaeology?**
readings:
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> --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

**Unit 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.

**Unit 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.

**Unit 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.

**Unit 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.

**Unit 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.