

**ANTH 381 Fantastic Archaeology: Frauds, Myths and Mysteries**  
Fall 2015 TR 9:30-10:45 HON 155

**INSTRUCTOR:** Professor Bettina Arnold **OFFICE:** SAB 229 (Archaeology Lab)  
**OFFICE HOURS:** T 11:00-1:00 or by appointment **TEL:** x4175 **E-MAIL:** [barnold@uwm.edu](mailto:barnold@uwm.edu)  
**COURSE SYLLABUS & REQUIRED READINGS:** Available on **D2L**

Textbook: Feder, K.L. 2013 ed. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*. Mountainview: Mayfield. Pb (earlier editions will have different chapters)

Films and Other Online Sources:

Video clips from various programs (documentaries and popular shows featuring archaeological content): <http://www.saa.org/publicftp/public/fun/movies.html> and Romey "Multimedia: Web Links to the Past" at <http://www.archaeology.org/0009/etc/multimedia.html>. Additional video links will be posted on D2L and via e-mail throughout the semester.

Course Description and Objectives:

Ever wonder why anyone would go into archaeology given the kind of job hazards that archaeologists seem to face? Dodging Uzi-toting bad guys and reanimated mummies makes a position on Wall Street seem tame by comparison. If this job description sounds bogus, it's because the Hollywood version of archaeology and the real McCoy have only one thing in common: they make the past look like a cool place to be interested in. Real archaeologists do occasionally dodge bullets, but the bad guys are usually looters, and there's nary an extraterrestrial to be seen. Spend a semester finding out what real archaeologists do and compare Indiana Jones version to some of the awesome discoveries that are being made these days. You'll find that not only is truth stranger than fiction, but by the end of the semester you'll be able to:

- Identify the various stake holders and their respective positions on the way the archaeological past is recovered, perceived and valued
- Understand the symbiosis between the study of the archaeological past and the politics of contemporary societies
- Comprehend current debates regarding the definition and handling of cultural patrimony
- Critically analyze and be able to deconstruct arguments related to the presentation and interpretation of the archaeological past.

Course Requirements:

**Attendance and participation:** 15% of the grade.

**Weekly Summaries of 4 Readings/Week & 4 Discussion Questions:** 30% of the grade. These will be handed in each Thursday after class but you **MUST** bring them to class each Tuesday.

**One short paper (5 pages minimum):** 15% of the grade.

**15 page minimum research paper:** 40% of the grade. A short research proposal, with preliminary bibliography, and a draft of the final paper will be submitted for comment and revision.

**Extra Credit: Three points** possible for attendance at **three archaeology-related talks** (see <http://www.uwm.edu/Dept/ArchLab/> for list of on-campus lectures this semester).

Workload Statement: This class meets once a week for a total of 3 hours x 15 weeks = 45 hours of class time. You should expect to spend 5 hours per week (some weeks less, some more) over the course of the semester on required readings = 75 hours and another 30 hours reading and

writing the summaries and short paper (undergraduates). All told, this class should take no more than 120 hours of your time, but this is an estimate and may vary depending on how well you are able to read and absorb information and whether you attend the class regularly.

Grade Scale

Final grades will be based on the percentage of total possible points earned throughout the semester. Grades will be assigned according to the following scale:

Percentage	Grade	Percentage	Grade
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F



## Reading Assignments

- Week 1**  
**Science and Pseudoscience**  
**Textbook:** Feder Chapter 1  
Reading **D2L:** Allchin, Douglas 2004 Pseudohistory and pseudoscience. *Science and Education* 13: 179-195; Martin, Michael 1994 Pseudoscience, the paranormal and science education. *Science and Education* 3: 357-371; Matute, Helena, Ion Yarritu and Miguel A. Vadillo 2010 Illusions of causality at the heart of pseudoscience. *British Journal of Psychology* 2010: 1-14; Willems, Willem J.H. 2009 European and world archaeologies. *World Archaeology* 41(4): 649-658.
- Week 2**  
**How Do You Know What You Know?**  
**Textbook:** Feder Chapter 2  
Reading **D2L:** Chamberlin, T.C. 1965 The method of multiple working hypotheses. *Science* New Series 148(3671): 754-759; Marquardt, William H. 1978 Advances in archaeological seriation. *Advances in Archaeological Method and Theory* 1: 257-314; Patrik, Linda E. 1985 Is there an archaeological record? *Advances in Archaeological Method and Theory* 8: 27-62; Trigger, Bruce G. 1998 Archaeology and epistemology: dialoguing across the Darwinian chasm. *American Journal of Archaeology* 102(1): 1-34.
- Week 3**  
**Hoaxes, Folk Archaeology and Other Epistemological Conundrums**  
**Textbook:** Feder Chapters 3 and 4  
Reading **D2L:** Burgess, Don and Wes Marshall 2009 Romans in Tucson? The story of an archaeological hoax. *Journal of the Southwest* 51(1): 3-135; Hudson, Mark J. 2005 For the people, by the people: post-war Japanese archaeology and the Early Paleolithic hoax. *Anthropological Science* 113: 131-139; Michlovic, Michael G. 1990 Folk archaeology in anthropological perspective. *Current Anthropology* 31(1):103-107. (Read with Quaiife); Quaiife, Milo M. 1934 The myth of the Kensington Runestone: the Norse discovery of Minnesota 1362. *The New England Quarterly* 7(4):613-645.
- Week 4**  
**"America BC"**  
**Textbook:** Feder Chapters 5 and 6  
Reading **D2L:** Bradley, Bruce and Dennis Stanford 2004 The North Atlantic ice-edge corridor: a possible Paleolithic route to the New World. *World Archaeology* 36(4): 459-478; Godfrey, William S. 1955 Vikings in America: theories and evidence. *American Anthropologist* 57: 35-43; Haslip-Viera, Gabriel, Bernard Ortiz de Montellano, and Warren Barbour 1997

Robbing Native American cultures: Van Sertima's Afrocentricity and the Olmecs. *Current Anthropology* 38(3): 419-441; de Montellano, Bernard Ortiz, Gabriel Haslip-Viera and Warren Barbour 1997 They were NOT here before Columbus: Afrocentric hyperdiffusionism in the 1990s. *Ethnohistory* 44(2): 199-234; Van Sertima, Ivan 1976 *They Came Before Columbus: The African Presence in Ancient America* Chapter 2 (Read with Haslip-Viera et al. 1997 OR de Montellano et al. 1997.)

**Week 5**

**Myth of the Moundbuilders**

**Textbook:** Feder Chapter 7

Reading

**D2L:** Blakeslee, Donald J. 1987 John Rowzee Peyton and the Myth of the Mound Builders. *American Antiquity* 52(4):784-792; Dahl, Curtis 1961 Mound-Builders, Mormons & William C. Bryant. *The New England Quarterly* 34(2): 178-190; MacLean, J.P. 1887 *The Mound Builders*. Cincinnati: Robert Clarke & Co., Chapters 1 and 12 (feel free to read more!); Trigger, Bruce G. 1980 Archaeology and the image of the American Indian. *American Antiquity* 45(4): 662-676.

**Week 6**

**The Atlantis Caper**

**Textbook:** Feder Chapter 8

Reading

**D2L:** Carroll, Michael 1977 Of Atlantis and ancient astronauts: a structural study of two modern myths. *Journal of Popular Culture* 11(3): 541-550; Donnelly, Ignatius 1877 *The Antediluvian World*, Chapter 1 (you may read more if you are entertained!); Hodge, Bob 2002 Feral archaeology and the Atlantis problem: the "hoax" trick as discursive pathology. *Cultural Studies* 16(3): 351-364; Naddaf, Gerrard 1994 The Atlantis myth: an introduction to Plato's later philosophy of history. *Phoenix* 48(3): 189-209.

**Week 7**

**Aliens: 1 Humanity: 0**

**Textbook:** Feder Chapter 9

Reading

**D2L:** Cole, John R. 1980 Cult archaeology and unscientific method and theory. *Advances in Archaeological Method and Theory* 3: 1-33; Hale, Christopher 2006 The Atlantean box. In Garrett G. Fagan (ed.) *Archaeological Fantasies*, pp. 235-258. London: Routledge; Legrand, H.E. and Wayne E. Boese 1975 Chariots of the Gods? and all that: pseudo-history in the classroom. *The History Teacher* 8(3): 359-370; Richter, Jonas 2012 Traces of the gods: Ancient astronauts as a vision of our future. *Numen* 59(2-3): 222-248; Shermer, Michael 2013 Gods of the gaps. *Scientific American* 39(1): 92.

**Week 8****Egyptomania****Textbook:** Feder Chapter 10

## Reading

**D2L:** Farley, Helen S. 2014 Tarot and Egyptomania. *Tarot in Culture*, pp. 57-91. Valleyhome Books, Clifford, ON, Canada; Lant, Antonia 1982 The curse of the Pharaoh, or how cinema contracted Egyptomania. *October* 59: 86-112; Malamud, Margaret 2000 Pyramids in Las Vegas and in Outer Space: ancient Egypt in twentieth-century American architecture and film. *Journal of Popular Culture* 34(1): 31-47; Murphy, James L. 1977 Egyptians in Ohio? *Ohio Archaeologist* 27(4): 12-13.

**Week 9****Old-time Religion, New Age Visions****Textbook:** Feder Chapter 12

**D2L:** Chippindale, Christopher. 1986 Stoned Henge: events and issues at the summer solstice, 1985. *World Archaeology* 18(1):38-58; Meacham, William, James E. Alcock, Robert Bucklin, K. O. L. Burridge, John R. Cole, Richard J. Dent, John P. Jackson, Walter C. McCrone, Paul C. Maloney, Marvin M. Mueller, Joe Nickell, Adam J. Otterbein, S. F. Pellicori, Steven Schafersman, Giovanni Tamburelli and Alan D. Whanger 1983 The authentication of the Turin Shroud: an issue in archaeological epistemology. *Current Anthropology* 24(3): 283-311; Meskell, Lynn 1995 Goddesses, Gimbutas and 'New Age' archaeology. *Antiquity* 69: 74-86; Wallis, Robert J. and Jenny Blain. 2003 Sites, sacredness, and stories: interactions of archaeology and contemporary paganism. *Folklore* 114(3):307-321. (Read with Chippindale). **Short Paper due Oct 29!**

**Week 10****Archaeomythology****Textbook:** Feder Chapter 11

## Reading

**D2L:** Andersson, Pia 2012 Alternative archaeology: many pasts in our present. *Numen* 59(2-3): 125-137; Derricourt, Robin 2012 Pseudoarchaeology: the concept and its limitations. *Antiquity* 86: 524-531; Herva, Vesa-Pekka and Jonas M. Nordin 2015 Unearthing Atlantis and performing the past: ancient things, alternative histories and the present past in the Baroque world. *Journal of Social Archaeology* 15(1): 116-135; Lewis, James R. 2012 Excavating tradition: alternative archaeologies as legitimation strategies. *Numen* 59: 202-221.

**Week 11****The Real Deal I**

## Reading

**Textbook:** Feder Chapter 13

**D2L:** Aveni, Anthony 2003 Archaeoastronomy in the ancient

Americas *Journal of Archaeological Research* 11(2): 149-191; Darvill, Timothy, Peter Marshall, Mike Parker Pearson, and Geoff Wainwright 2012 Stonehenge remodeled. *Antiquity* 86: 1021-1040; Kittler, Richard and Stanislav Darula 2008 Applying solar geometry to understand the foundation rituals of 'Old Kingdom' Egyptian pyramids. *Architectural Science Review* 51(4): 407-412; Pásztor, Emília and Curt Roslund 2007 An interpretation of the Nebra disk. *Antiquity* 81: 267-278; Schiermeier, Q. 2004 Noah's Flood. *Nature* 430: 718-719.

**Week 12**  
Reading

**The Real Deal II**

**D2L:** Fiedel, Stuart J. 2000 The peopling of the New World: present evidence, new theories and future directions. *Journal of Archaeological Research* 8(1): 39-102; Kehoe, Alice B. 2003 The fringe of American archaeology: transoceanic and transcontinental contacts in prehistoric America. *Journal of Scientific Exploration* 17(1): 19-36; Luce, J.V. and Kathleen Bolton 1976 Thera and the devastation of Minoan Crete: a new interpretation of the evidence. *American Journal of Archaeology* 80(1): 9-18; Meltzer, David J. 1995 Clocking the First Americans. *Annual Review of Anthropology* 24: 21-45.

**Week 13**  
Reading

**The Curse of Indiana Jones: Archaeology & Nationalism**  
**Thanksgiving: No class Thursday November 26!**

**D2L:** Arnold, Bettina. 2006 Pseudoarchaeology and nationalism. In Garrett G. Fagan (ed.), *Archaeological Fantasies: How Pseudoarchaeology Misrepresents the Past and Misleads the Public*, pp. 154-179. London: Routledge; Fritze, Ronald H. 2009 On the perils and pleasures of confronting pseudohistory. *Historically Speaking* 10(5): 2-5; Kerr, John Finlay 2008 Indiana Jones and the readers of the Lost Art: making the Kingdom of the Crystal Skull educational. *Screen Education* 51: 14-20; Pyburn, K. Anne 2008 Public archaeology, Indiana Jones and honesty. *Archaeologies* 4(2): 201-204.

**Week 14**  
Reading

**Archaeology and the Media: Beyond Lara Croft**

**D2L:** Bawaya, Michael 2010 Virtual archaeologists recreate parts of ancient worlds. *Science* 327:140-141; Gardner, Andrew 2007 The past as playground: the ancient world in video game representation. In Timothy Clack and Marcus Brittain (eds) *Archaeology and the Media*, pp. 255-272. Walnut Creek, CA: Left Coast Press; Hall, Mark A. 2004

Romancing the stones: archaeology in popular cinema. *European Journal of Archaeology* 7(2): 159-176; Nazi War Digger: Letter from International Archaeology Organizations; Stoddart, Simon and Caroline Malone. 2001 Editorial on Archaeology and the Media. *Antiquity* 75: 459-86.

## Week 15

### 21st Century: Crisis or Opportunity?

**D2L:** Arnold, Bettina 2015 Archaeology and politics in the 21<sup>st</sup> century: still Faustian, but not much of a bargain. In Kristian Kristiansen, Ladislav Smejda and Jan Turek (eds) *Paradigm Found: Archaeological Theory, Past, Present and Future. Essays in Honor of Evžen Neustupný*, pp. 178-185. Oxford: Oxbow; Fagan, Garrett and Kenneth Feder 2006 Crusading against straw men: an alternative view of alternative archaeologies: response to Holtorf (2005) *World Archaeology* 38(4): 718-729 [read with Holtorf 2005]; Holtorf, Cornelius 2005 Beyond crusades: how (not) to engage with alternative archaeologies. *World Archaeology* 37(4): 544-551; Orser, Charles E. 2010 Twenty-first century historical archaeology. *Journal of Archaeological Research* 18: 111-150; also read content at the following site: <http://core.tdar.org/collection/29499/managing-archaeological-heritage-in-the-21st-century>

## Final Paper Due Tuesday December 15 by 4:00pm!!

### Weekly Summaries & Discussion Questions

Produce two pages (minimum) summarizing and critically engaging with each of the four assigned articles for each week. Generate four discussion questions based on the articles (can be one question for each article or any combination); these can be at the end of the assignment or following each article summary. These critical summaries/discussion questions must be typed and you should have them ready on Tuesday each week when called upon to provide a question for the group. You will hand in the summaries each Thursday.

### Paper Topics

**The Short & Final Papers** may expand on one of the themes covered by the class or a related topic, subject to approval by the instructor.

#### Potential Paper Topics

“Alien Intervention”	Kensington Runestone	Pitdown
Mayan Astronauts	Atlantis	Erich von Däniken
Nasca Lines	Stonehenge	“King Tut’s Curse”
Nazi Archaeology	Noah’s Ark	Ark of the Covenant at Tara
Vikings in America	Moundbuilders	Barry Fell

We will track media coverage of archaeological topics in the local or national papers, magazines television (network and cable), and the internet. Please bring clippings or advance notice of TV programs to class, or send URLs to me at [barnold@uwm.edu](mailto:barnold@uwm.edu) or to [anth-381@uwm.edu](mailto:anth-381@uwm.edu).

### Paper Format

1. Short paper **must** be a **minimum of 5 pages** long; final paper a **minimum of 15 pages**.
2. Papers **must** be typed; font should be 12 point. **Paginate all pages beginning with Page 2!**
3. Papers **must** be double spaced. (I also need to be able to write comments in the margins, so make sure these are 1" all around, no more, no less.)
4. You are expected to explore the assigned topic further in written form. This includes a) citations from the reading and b) original ideas/critiques, backed up by cogent arguments.
5. You must cite **at least THREE** sources in constructing your argument for the short paper (at least one of these must be a source you have identified yourself), at least **FIFTEEN** sources for the final paper.
6. If you choose a specific example or case study from the readings to discuss, you will still be expected to refer to relevant reading not directly associated with the topic you have chosen. This is meant to ensure that you get more than just a one-sided perspective on what are very complex problems/concepts.
7. When citing sources within the text, the following rules apply:

Sources which are part of the assigned reading should consist of the author's last name (first initial if there are two authors being cited in the paper with the same last name) followed by the year of the publication, a colon and the page number(s). (This is the standard procedure in anthropological publications). Quotation marks should be used where appropriate, as in the examples below.

Example #1: "The moon is made of green cheese" (McDonald 1989:123).

Example #2: According to Williams, the moon is made of fried green tomatoes (1988:19-23).

8. You must include a bibliography with full references at the end of the paper. Use the syllabus for citations from the assigned readings and choose a format from one of the readings on which to base citations for additional final paper sources. If in doubt about a source, check with me!

Check with me if you have any other questions.

**ACADEMIC MISCONDUCT:** Student academic misconduct procedures are specified in Chapter UWS 14 and the UWM implementation provisions (Faculty Document 1686) as follows: [http://www.uwm.edu/Dept/Acad\\_Aff/policy/academicmisconduct.html](http://www.uwm.edu/Dept/Acad_Aff/policy/academicmisconduct.html)

### **UWM WRITING CENTER**

The Writing Center (Curtin 382) welcomes writers from any discipline, at all skill levels, inexperienced through advanced, freshmen through graduate students. No matter where students are in a task, whether still exploring a reading, brainstorming, drafting or revising, they can benefit from talking to one of the Writing Center's well-qualified and trained tutors.

Make appointments online 24/7: [www.writingcenter.uwm.edu](http://www.writingcenter.uwm.edu), call 229-4339 or walk in.