

Anthropology 327.01: Archaeology & Popular Culture Frauds, Myths, and Mysteries

Department of Anthropology and Archaeology
University of Calgary

Time: Asynchronous

Location: Online via D2L

Instructor: Dr. Erik G. Johannesson

TA: TBA on D2L

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Email:

Office Hours: By appointment

Office Hours: By appointment

Office: via Zoom

Office: via Zoom

Telephone: N/A

Prerequisites: None

Course Description: This course examines popular myths, hoaxes, and pseudoscientific interpretations of history and prehistory. The course revolves broadly around three themes: 1) what archaeology is and how contemporary archaeologists approach key questions or “mysteries” about humanity’s past, 2) how epistemology, or how we know what we know, shapes and is shaped by archaeological hoaxes and mysteries, and 3) reasons why “the past” is such a contested and socially-charged milieu. We start the course by reviewing what archaeology is and how the discipline developed, as well as some of the prominent hoaxes or “mysteries” that impacted the discipline in its developmental stages. We then engage the role of epistemology - the process of how we come to know, verify and scrutinize archaeological knowledge. In the second part of the course, we examine the socially-charged nature of the past by exploring the history of myths and assumptions about nationality, identity, and “origins” of modern people, places, and ideas. In the final part of this course, we compare popular interpretations of the archaeological record, ranging from alien interventions in the development of ancient civilizations to spiritual beliefs about sites such as Stonehenge. We will compare these with real archaeological mysteries, the key questions that drive contemporary research, and the methods that archaeologists use to approach these.

Course Learning Outcomes: Upon successfully completing the course, students will be able to:

- Develop a basic understanding of the scientific method
- Be knowledgeable of the difference between pseudo-science and science
- Have a basic understanding of evaluating reliable sources of data
- Have a basic understanding of archaeological practices
- Have a basic understanding of popular themes in human prehistory

Online Delivery:

This course will be delivered asynchronously online with lectures uploaded weekly to D2L. Lecture content will typically be in 50 min installments that will be posted during the week to which those lectures correspond (e.g. Week 1, Week 2, etc.).

Required Technology: In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer/laptop with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- **Stable broadband internet connection.** This is especially critical for examinations. I.e. students must ensure that they are writing in a location that has stable broadband internet. Knowing these requirements, a faulty internet connection is not a valid excuse for missing a test, failing to complete it in the allotted time, or for a second attempt.

Readings:

There is no textbook required for the course. However, reading materials such as links to news articles, newsletters, relevant websites etc., will be posted to D2L and constitute required reading. The required readings will be posted on D2L under Content and the Lecture they accompany and will be posted once the lecture is complete. These materials are required reading and constitute valid material for the exams. Make sure to keep up with the readings. Using Ctrl-F to search an article on the day of the test is not the way to do it and usually ends very badly.

Lecture Outlines: A pdf of the Powerpoint presentations used during lecture will be posted to D2L **after** each lecture is complete. These are outlines and do not constitute the totality of material students are responsible for. Note that due to intellectual property rights and copyright regulation, some images may be removed from the posted pdfs.

Timely engagement with the Course Material: Keeping up with the course material is critical since students who fail to do so will miss lectures, find that material “piles up”, and not have the opportunity to fully absorb the material, thus adversely affecting their potential to do well in the class. Hence, although the course asynchronous, viewing the lectures is important and there is a well-established relationship between course engagement and student performance. As engagement is a matter of personal responsibility (see below) students will not be evaluated on their ability, or lack thereof, to access and view online lectures. That being said, students are strongly cautioned against missing any portion of the course as there is a clear relationship between regular engagement and strong student performance in the course (and vice versa).

Grades and Evaluation Criteria:

Evaluation will be based on two midterm tests and one cumulative final exam, (see below).

Final grades will be calculated as follows

Midterm Exam 1:	33.3%	(Friday Oct 8 th)
Midterm Exam 2:	33.3%	(Monday Nov 15 th)
Final Exam:	33.3%	(Consult Registrar's Exam Schedule when posted)

Students need to write all three exams in order to pass the course.

Exams: Students will have to complete two exams and a final exam (to be held **October 8, November 15, and on the final examination date of the course (TBA and published by the Registrar's Office)** respectively). The first two exams are not cumulative, so the first exam will test materials covered from the beginning of the class up to **October 8**, while the second exam will cover the material from **October 8 to November 15**. Each exam is worth 33.3% of the final grade in the course. Each exam, including the final exam will be in a multiple-choice question format.

Final Exam: A cumulative exam, covering all lectures, readings, and materials in the course will be given on the final exam date set by the Registrar (TBA, consult Registrar's schedule when available) the final exam will be worth 33.3% of the final grade in the course. **Please note that it is students' responsibility to look up when their exams are. The dates and times of all examinations are set and published by the Registrar's Office and can be found here:** <https://www.ucalgary.ca/registrar/exams>

All exams are **closed book**. No notes, textbooks, search engines, etc., are to be used.

Tests are administered via D2L and will be available for 24 hrs. The midterms will start at noon (12:00 pm) on the day of the test. The start of the final exam will be determined by the Registrar's schedule (see above). In order to allow for any unforeseen technology issues that may arise during the test, an additional 50% time allowance will be allocated to all tests. I.e. the midterms are each 50 minutes, but will include an additional 25 minutes (50%) grace period to account for any unforeseen technological issues. Note that this time extension is allocated precisely for the event of any unpredictable technological issues, it is not meant as free extra time, and as such it is students' responsibility to communicate about and/or resolve any issue within that allotted time. Note also that should a technological issue occur within the extra time allotted, the full time for the test has already been obtained and as such no additional time and/or attempts will be offered. In short, the 50% extra time is for the unlikely event of any technical issue, not merely extra time for taking the course online.

Students will be allowed **one attempt** to write the test.

Academic Integrity and Exam Security: Exam security is taken very seriously. Since tests will be administered online where students have access to the internet, other devices, access to

classmates, etc., please be aware that these **are not allowed**. Any indication that other sources such as the internet, classmates, or chat platforms have been consulted may result in a charge of academic misconduct, a score of 0 for the question or on the entire test. This includes relying on the internet and search engines to take the test. It is further expected that each student complete work individually and that tests are neither taken cooperatively nor that test questions are shared. Please make sure to err on the side of caution here, and if you choose to do so, be extremely mindful of who you study with online. **Academic misconduct, even if unintentional, is still treated as academic misconduct.**

Any collaboration on the tests is strictly prohibited, including sharing answers, communicating about the test while the test is still available to other students, taking the test together, or posting the test/answers/questions to online platforms or 3rd party sources.

Note also that the person(s) who creates an online forum or “study group” (such as a Discord) is responsible for ensuring that the forum is not used for academic or non-academic misconduct and will be held accountable should members or users of the group engage in such.

Grade Breakdown

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

Exam Reporting: Marks for exams and tests will be posted to D2L and marked tests will be available for review on D2L following the publication of the grades. Students have the opportunity to view and discuss their exam with the instructor or TA during scheduled office hours or by appointment, **but should have thoroughly reviewed the tests themselves before doing so.**

Deferred Exams: A student who is absent from a test for **legitimate** reasons must discuss an alternative course of action with the instructor. The instructor at **their discretion** may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Deferral of the registrar scheduled final exam requires Registrar approval.

Academic Integrity, Cheating, and Plagiarism: University expectations are that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but also undermines the scholastic achievements of all University of Calgary students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records. In accordance with the university's code of conduct, evidence of cheating on an exam, or plagiarism (copying or paraphrasing someone else's work [or notes] and presenting it as your own) will result in the registration of the offense with the Associate Dean, Undergraduate Programs and Student Affairs.

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Academic Accommodations and Accessibility - It is the responsibility of the student to request academic accommodations. Students who have not registered with Student Accessibility Services (SAS) will not be eligible for formal academic accommodation. Students with documented disability who may require academic accommodation should register with SAS. Please call 220-8237, stop by MSC 452 or email access@ucalgary.ca to register.

Personal Integrity and Responsibility: Students are expected to conduct their studies as a matter of personal responsibility and integrity. Therefore, no extra credit assignments will be offered at any time during the semester as it is unfair to offer an opportunity to any student that is not available to all. Students should attend class consistently (see above) and should take note of important dates and deadlines. Excuses for failing to complete/comply with course requirements are redundant as they still represent failure to fulfill the expectations of the course. Note that **if** personal, vocational, or academic problems are interfering with a student's course work there are proper and official resources to consult.

Decorum:

Students will treat each other and me with respect at all times. No opinions or speech that discriminates against or is derogatory towards others on the basis of race, ethnicity, age, gender, religion, sexual orientation, political affiliation, or disability will be tolerated. Students who express such opinions will be removed from lecture and repeated offences may result in further disciplinary actions or the behavior registered and forwarded to the appropriate University unit for review. Students should refrain from unacceptable behavior such as using online chat forums during lecture, interrupting lecture unnecessarily, "Zoom-bombing", or any other behavior that

may be disruptive or considered disrespectful to other students or the instructor. Such behaviors will also result in the student being removed from lecture and may result in disciplinary action.

Additional Class Policies and Expectations:

- Students should arrive to lecture in a timely manner. In the unlikely event of tardy arrival, please do not disrupt lecture with e.g. questions about what was missed. Or directing questions about topics already covered during the missed portion of lecture. If unsure, wait until lecture is over and field any questions or concerns at that time. Note that students are responsible for any material they miss as a result of being absent or tardy and it is not the instructor's or the TA's responsibility to make up the missed information.
- **Communication with the instructor or TA is welcome and should follow etiquette appropriate for a university. I.e., be professional. Use proper salutations and titles in both written and verbal communication.** Also refrain from "dogpiling" or bombarding the TA or the instructor with emails in attempts to prompt a desired response. **The instructor and TA reserve the right to not respond to communication they deem inappropriate, disrespectful, or excessively cavalier.**
- Students can expect that the instructor and TA will respond to email in a timely manner, and can typically expect a response between 24-48 hours, excluding holidays and weekends.

Instructor Intellectual Property:

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORT AND RESOURCES:

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

Additional Information:

Teaching Evaluations: Feedback from students through the Universal Student Ratings of Instruction (USRI) provides valuable information to assist evaluating the quality of instruction, enhance learning and teaching experiences, and assess course outcomes. Your responses matter, please participate! Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum: Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance