

Fantastic Archaeology: Mysteries of the Human Past

Anthropology 4195
University of South Florida - Summer B 2006

A Web-Based Distance Learning Course

Instructor: Dr. Robert H. Tykot (Associate Professor)
Email: rtykot@cas.usf.edu
Web: <http://shell.cas.usf.edu/~rtykot/>

TA: Claire Novotny
Email: cnovotny@mail.usf.edu

TA: Nicole Shelnut
Email: nshelnut@mail.usf.edu

Course website: <https://my.usf.edu>

COURSE OBJECTIVES AND EMPHASES

Mysteries of the human past, including the Lost Continent of Atlantis, Ancient Astronauts, Piltdown Man, Psychic Archaeology, Noah's Ark, the 'Myth' of the Moundbuilders, and the Shroud of Turin will be discussed in detail in this course. *Fantastic Archaeology* is also about how archaeologists know things, and how to properly evaluate archaeological and scientific evidence before drawing conclusions. The skills in critical thinking that will be emphasized in this course have many practical applications beyond archaeology, both in the business world and in every-day life. This course fulfills the Major Works & Major Issues Exit Requirement, and can be taken S/U. This course is also specifically designed for non-anthropology majors (there are no prerequisites).

GETTING STARTED

Purchase the textbook (see below). Using Netscape or Internet Explorer, go to the course website (<https://my.usf.edu>). All students are automatically assigned a NetID upon admission to USF; if you have not activated it yet, go to <https://una.acomp.usf.edu/> and activate it. The instructor has no control over userids and passwords, so please direct any login problems to the help desk (email: help-ac@usf.edu; live chat and other services are also available from the main academic computing page: <http://www.acomp.usf.edu/>). Once you have logged in, explore the system by clicking on the various buttons on the course homepage. Weekly instructions will be found under 'Assignments', while course files and on-line readings will be found under 'Course Material'.

REQUIRED READINGS

Frauds, Myths, and Mysteries. Science and Pseudoscience in Archaeology, by Kenneth L. Feder. 5th edition, 2006. McGraw Hill (Mayfield). [available in Tampa campus bookstore, and from online sources, e.g. Amazon.com; 4th edition also acceptable]

Additional weekly scholarly articles, available on-line, which expand on topics presented in the course.

A note about readings: The complete bibliographic reference for all assigned readings is included in the syllabus so that you may easily locate the original if you wish to see the color illustrations. This may be especially worthwhile for the articles from *National Geographic* and other popular magazines.

FILMS

A number of films have been placed on reserve for viewing at the USF library (duplicate copies at Tampa campus, 6th floor; Lakeland; St. Petersburg) during the appropriate week of the course. The films will be the subject of some of the on-line discussions, and are a visual supplement to the assigned readings. Quiz questions, however, will not be drawn directly from the films. Other relevant films often are shown on cable TV channels including A&E, Discovery and History Channels, etc.

GRADES

This is a senior-level exit course which requires a substantial amount of reading and time spent on assignments in addition to interactive discussion, quizzes, and viewing films. Furthermore, this is a full-semester course compressed into a six-week summer session. Students who do not keep up with the readings and assignments have not done well in the past.

Course grades will be based on the posting of responses to discussion questions (18%); participation in weekly chatrooms (7%); 6 quizzes (50%); and a web-based research project (25%). An A will be based on a curved standardized score between 93.4-100; A- for 89.5-93.3; B+ for 86.7-89.4; B for 83.4-86.6; B- for 79.5-83.3; C+ for 76.7-79.4; C for 73.4-76.6; C- for 69.5-73.3; D+ for 66.7-69.4; D for 63.4-66.6; and D- for 60-63.3. There will be NO make-up quizzes or excuses for late assignments except in fully documented serious circumstances. There will be on-line discussion and critical assessment of all assigned readings, and your participation will be graded.

Quizzes will be available on-line within a restricted time frame. There will be NO make-up quizzes except in fully documented serious circumstances.

Each student will also be responsible for creating a *website* on an archaeological topic (to be approved by the instructor) and hosting a *chatroom* discussion based on that topic (25% of grade for website; 2% chatroom points for hosting). The website should at least be functional - and the chat session scheduled - the same week the topic is listed in the course syllabus. You may then use feedback from other students to revise your site before it is evaluated by the instructor.

OTHER POLICIES

Computer use and Internet access to the course website are required. While high-speed connections (using Roadrunner, DSL, etc.) are helpful, modem connections are sufficient. All assignments may be completed using your own personal computer if equipped with a web browser (Netscape 7.2 recommended), a word processor (Wordperfect and Word recommended), and Adobe Acrobat Reader (available free from the Adobe website). The course instructor cannot be responsible for helping you deal with hardware or software problems on your computer; the University has a number of open-use labs supplied with the necessary software, along with user assistants to help you. I have provided instructions or links to sites with them, for Blackboard, website creation, and other computer subjects.

Students who anticipate being unable to complete assignments on time due to observation of a major religious observance must provide advance written notice of the date(s) to the instructor. Academic dishonesty, including plagiarism and cheating, will be punished according to University Guidelines, and may result in the receipt of an "F" on an assignment (for plagiarism), an "F" in the course, suspension or expulsion from the University. Notes or other documentation of course content are permitted for purposes of sale only with the express written consent of the instructor.

ANTHROPOLOGY 4195 COURSE SCHEDULE

University of South Florida - Summer B 2006

Weekly **Discussion Topics**, *Required Readings*, **Optional Films**,
Quiz Schedule, **Discussion Question Schedule**

Week 1

7/3

1. Course Introduction

2. Science, Pseudoscience, and Archaeology

Feder chap. 1

Williams, S. 1987. Fantastic archaeology: what should we do about it? In F.B. Harrold & R.A. Eve (eds.), *Cult Archaeology and Creationism*, 124-133. U. of Iowa Press.

Film: John Stossel: *The Power of Belief* (1998).

3. Epistemology: How you know what you know?

Feder chap. 2

Schneour, E. 1986. Occam's Razor. *Skeptical Inquirer* 10(4): 310-313.

Mole, P. 2004. Nurturing suspicion: What college students learn about science. *Skeptical Inquirer* 28(3): 33-37.

4. Archaeological Evidence

Film: *Archaeology: Evidence of the Past*. 25 minutes.

5. Quiz 1. Take quiz online between Friday (7/7) 9am and Monday (7/10) 11:59 pm.

6. Discussion questions 1-3 (due by midnight on Mon. July 10)

Week 2

7/10

1. The Cardiff Giant

Feder chap. 3

Dunn, J.T. 1948. The Cardiff Giant hoax. *New York History* 29(3): 367-77.

Franco, B. 1969. The Cardiff Giant: a hundred year old hoax. *NY History* 50: 420-440.

Film: *The Cardiff Giant* (1999). 60 minutes.

2. Piltdown Man

Feder chap. 4

Gould, S.J. 1980. The Piltdown conspiracy. *Natural History* Aug.: 8-28.

Feder, K.L. 1990. Piltdown, paradigms, and the paranormal. *Skeptical Inquirer* 14(4): 397-402.

Tobias, P.V. 1992. Piltdown: an appraisal of the case against Sir Arthur Keith. *Current Anthropology* 33(3): 243-260.

Film: *Piltdown* (1999). 60 minutes.

3. Dating Methods; Real Bones of Contention

Scott, E. 1997. Antievolutionism and creationism in the United States. *Annual Review of Anthropology* 26: 263-289.

Gore, R. 1997. The dawn of humans: the first steps. *National Geog.* 191(2): 72-99.

Gore, R. 1997. The dawn of humans: expanding worlds. *Nat. Geog.* 191(5): 4-109.

Gore, R. 1997. The dawn of humans: the first Europeans. *Nat. Geog.* 192(1): 96-113.

4. Quiz 2. Take quiz online between Friday (7/14) 9am and Monday (7/17) 11:59 pm.

5. Discussion questions 4-6 (due by midnight on Mon. July 17).

Week 3

7/17

1. Who Discovered America?

Feder 4th: chap. 5; Feder 5th: chap. 5: 91-105.

Taylor, R.E., C.V. Haynes, Jr. & M. Stuiver. 1996. Clovis and Folsom age estimates: stratigraphic context and radiocarbon calibration. *Antiquity* 70: 515-525.

Meltzer, D.J. & T.D. Dillehay. 1999. The search for the earliest Americans. *Archaeology* 52(1): 60-61.

Sandweiss, D.H., D.K. Keefer & J.B. Richardson III. 1999. First Americans and the sea. *Discovering Archaeology* 1(1): 59-65.

Gore, R. 1997. The most ancient Americans. *National Geographic* 192(4): 92-99.

Film: [Mystery of the First Americans \(2000\)](#). 60 minutes.

2. After the Indians, but before Columbus?

Feder 4th: chap. 6: 106-133; Feder 5th: chap. 5: 106-107, 121-146.

Feder, K.L. 1994. The Spanish *entrada*: a model for assessing claims of pre-Columbian contact between the Old and New Worlds. *North American Archaeologist* 15: 147-166.

Haslip-Viera, G., B. Ortiz de Montellano & W. Barbour. 1997. Robbing native American cultures: Van Sertima's Afrocentricity and the Olmecs. *Current Anthropology* 38: 419-42.

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.

3. The Vikings

Feder 4th: chap. 6: 133-148; Feder 5th: chap. 5: 108-120.

Jones, G. 1982. Historical evidence for Viking voyages to the New World. In E. Guralnick (ed.), *Vikings in the West*, 1-12. Archaeological Institute of America, Chicago.

Ingstad, H. 1982. The discovery of a Norse settlement in America. In E. Guralnick (ed.), *Vikings in the West*, 24-30. Archaeological Institute of America, Chicago.

Ingstad, A.S. 1982. The Norse settlement of L'Anse aux Meadows, Newfoundland. In E. Guralnick (ed.), *Vikings in the West*, 31-37. Archaeological Institute of America, Chicago.

Wallace, B. 1982. Viking hoaxes. In E. Guralnick (ed.), *Vikings in the West*, 53-76. Archaeological Institute of America, Chicago.

Film: [The Voyages of the Vikings \(1992\)](#). 25 minutes.

4. The Myth of the Moundbuilders

Feder 4th: chap. 7; Feder 5th: chap. 6.

Iseminger, W.R. & J.E. Kelly. 1996. Mighty Cahokia: a major trading center whose influence extended throughout much of North America, Cahokia was in its day the greatest settlement north of Mexico. *Archaeology* 49(3): 30-37.

Fagan, B.M. 1991. Chapter 20, The Mississippian climax. In *Ancient North America: The Archaeology of a Continent*, 385-408. Thames & Hudson, London.

Film: [Cahokia: America's Lost City \(1999\)](#). 60 minutes.

5. Quiz 3. Take quiz online between Friday (7/21) 9am and Monday (7/24) 11:59 pm.

6. Discussion questions 7-9 (due by midnight on Mon. July 24)

Week 4

7/24

1. Lost Continents: Atlantis?

Feder 4th: chap. 8; Feder 5th: chap. 7.

Wardle, K.A. 1998. The palace civilizations of Minoan Crete and Mycenaean Greece, 2000-1200 BC. In B. Cunliffe, *Prehistoric Europe: An Illustrated History*, 202-243. Oxford University Press, New York.

Kühne, R.W. 2004. A location for "Atlantis"? *Antiquity* 78(300). <http://antiquity.ac.uk/ProjGall/kuhne/index.html>

2. Mediterranean Civilizations and Underwater Archaeology

Bass, G.F. 1987. Oldest known shipwreck reveals splendors of the Bronze Age. *National Geographic* 172(6): 692-733.

Film: [Lost City of the Aegean \(1993\)](#). 25 minutes.

3. Chariots of the Gods?

Feder 4th: chap. 9; Feder 5th: chap. 8.

Bainbridge, W.S. 1978. Chariots of the gullible. *Skeptical Inquirer* 3(2): 33-48.

Wertime, R.A. & A.M.H. Schuster. 1993. Written in the stars: celestial origin of Maya creation myth. *Archaeology* 46(4): 26-32.

Tedlock, D. & B. Tedlock. 1993. A Mayan reading of the story of the stars. *Archaeology* 46(4): 33-35.

McClintock, J. 2000. The Nasca lines solution. *Discover* 21(12): 75-81.

Nickell, J. & Nisbet, M. 1998. Myth and mystery in Southern climes. *Skeptical Inquirer* 22(6): 13-16.

Film: [The Case of the Ancient Astronauts \(1979\)](#). 57 minutes.

Film: [Chariots of the Gods? The Mysteries Continue \(1997\)](#).

4. Psychic Archaeology

Feder 4th: chap. 10; Feder 5th: chap. 10

McKusick, M. 1984. Psychic archaeology from Atlantis to Oz. *Archaeology* 37(5):48-52.

Enright, J.T. 1999. Testing dowsing. The failure of the Munich experiments. *Skeptical Inquirer* 23(1): 39-46.

Van Leusen, M. 1999. Dowsing and archaeology. Is there something underneath? *Skeptical Inquirer* 23(2): 33-41.

Feder, K. 1980. Psychic archaeology: the anatomy of irrationalist prehistoric studies. *Skeptical Inquirer* 4(4): 32-43.

McKusick, M. 1982. Psychic archaeology: theory, method, and mythology. *Journal of Field Archaeology* 9: 99-118.

5. Quiz 4. Take quiz online between Friday (7/28) 9am and Monday (7/31) 11:59 pm.

6. Discussion questions 10-12 (due by midnight on Mon. July 31).

Week 5

7/31

1. Archaeology and Religion. Noah's Ark and the James Ossuary

Feder 4th: chap. 11: 260-275; Feder 5th: chap. 11: 278-295.

Taylor, R.E. & R. Berger. 1980. The date of Noah's Ark. *Antiquity* 54: 34-36.

Moore, R.A. 1983. The impossible voyage of Noah's ark. *Creation/Evolution* 11: 1-43.

Toumey, C.P. 1997. Who's seen Noah's Ark. *Natural History* 106(9): 14-17.

Camp, R. 'Teach the controversy.' An intelligently designed ruse. *Skeptical Inquirer* 28(5): 32-35.

Schiermeier, Q. 2004. Noah's flood. *Nature* 430: 718-719.

Nickell, J. 2003. Bone (box) of contention: The James Ossuary. *Skeptical Inquirer* 27(2): 19.

Nickell, J. 2003. James Ossuary Verdict: Ossuary genuine, inscription fake. *Skeptical Inquirer* 27(5): 5.

Film: [In Search of Noah's Ark \(1991\)](#). 99 minutes.

2. The Shroud of Turin

Feder 4th: chap. 11: 275-290; Feder 5th: chap. 11: 296-310.

Damon, P.E. et al. 1989. Radiocarbon dating of the Shroud of Turin. *Nature* 337: 611-615.

Van Biema, D. 1998. Science and the Shroud: the relic was declared a fake a decade ago, but millions are expected to venerate it, inspired by those who say there is truth to back their faith. *Time* 151(15): 53-61.

Nickell, J. 1998. Science vs. 'shroud science.' *Skeptical Inquirer* 22(4): 20-22.

Vikan, G. 1998. Debunking the shroud. Made by human hands. *Biblical Archaeology Review* 24(6): 27-29.

McCrone, W. 1998. The shroud painting explained. *Biblical Archaeology Review* 24(6): 29.

Various. 1999. Queries and comments. *Biblical Archaeology Review* 25(2): 16-20, 66.

Weaver, K. 1980. Science seeks to solve the mystery of the Shroud. *National Geographic* April: 730-752.

Film: [Mysterious Man of the Shroud \(1999\)](#). 60 minutes.

3. African Roots of Civilization

Muhly, J.D. 1990. Black Athena versus traditional scholarship. *Journal of Mediterranean Archaeology* 3: 83-110.

Cline, E.H. 1996. Review of *Black Athena Revisited*, edited by M.R. Lefkowitz & G.M. Rogers, University of North Carolina Press, 1996. *American Journal of Archaeology* 100: 781-782.

Film: [Who Was Cleopatra? \(1992\)](#). 25 minutes.

Film: [The Lost City of Zimbabwe \(1992\)](#). 25 minutes.

4. Quiz 5. Take quiz online between Friday (8/4 9am and Monday (8/7) 11:59 pm.

5. Discussion questions 13-15 (due by midnight on Mon. August 7).

Week 6

8/7

1. Reconstructing the Past

- Brass, M. 2002. Tracing Graham Hancock's shifting cataclysm. *Skeptical Inquirer* 26(4): 45-49.
- Arnold, B. 1992. The past as propaganda. *Archaeology* 45(4): 30-37.
- Clark, G.A. 1999. NAGPRA, science, and the demon-haunted world. *Skeptical Inquirer* 23(3): 44-48.
- Pluciennik, M. 1998. Archaeology, archaeologists and 'Europe'. *Antiquity* 72: 816-824.

2. Understanding the Past

- Van Tilburg, J.A. 1995. Moving the Moai: transporting the megaliths of Easter Island: how did they do it? *Archaeology* 48(1): 34-43.
- Loft, K. 2003. Pyramid schemes. *The Tampa Tribune*, Feb. 24, p. 4
- Bridges, A. 2001. Giant kite may show how pyramids built. *The Tampa Tribune* June 24, p.1.
- Film: [Secrets of Lost Empires: Easter Island \(2000\)](#). 60 minutes.

3. Really Fantastic Archaeology: Cavemen, the Iceman, Stonehenge, and the Mysterious Maya

- Feder 4th and 5th: chap. 12.*
- Clottes, J. The 'three Cs': fresh avenues towards European Palaeolithic art. In C. Chippindale & P.S.C. Taçon (eds.), *The Archaeology of Rock-Art*, 112-129. Cambridge: Cambridge University Press.
- Bahn, P.G. 1995. The last days of the Iceman. *Archaeology* 48(3): 66-70.
- Bahn, P.G. 1999. Otzi's new home: the 5,000-year-old Iceman goes on exhibit in Bolzano, Italy. *Archaeology* 52(1): 68-71.
- Roberts, D. 1993. The Ice Man: voyager from the Copper Age. *National Geographic* 183(6): 36-67.
- Stuart, G.E. 1997. The royal crypts of Copan. *National Geographic* 192(6): 68-92.
- Film: [A Cave Beneath the Sea \(1993\)](#). 25 minutes.
- Film: [Iceman: Mummy from the Stone Age \(2000\)](#). 60 minutes.
- Film: [Secrets of Lost Empires: Stonehenge \(1997\)](#). 60 minutes.
- Film: [Lost Civilizations: The Blood of Kings \(1995\)](#). 50 minutes.

4. Quiz 6. Take quiz online between Tuesday (8/8) 5 pm and Friday (8/11) 3 pm.

5. Discussion questions 16-18 (due by 12:00 pm NOON on Thurs. Aug. 10).

8/11 (Friday) Everything absolutely due by 4 pm, we must submit grades by 5 pm!

Research Project

Your assignment is to create a website about a Fantastic Archaeology subject, and to lead an on-line discussion of this topic at the relevant point in the course. Your website should include an overview of the topic, a discussion of the published literature, a LENGTHY (50+), COMPREHENSIVE bibliographic LIST (you don't need to read and cite them!) of relevant books AND journal articles), and ANNOTATED links (10) to other websites (details follow).

Please follow the detailed guidelines below. Your grade will be based on the thoroughness of your research; the clarity and organization of the website (i.e. substance, not glitz); adherence to the format guidelines; and your participation in its discussion. Sample student websites are available for you to examine in Blackboard, under Web Resources. It is recommended that you create most of your text using your favorite word processing program, save it in html format, and then 'cut-and-paste' into your website when ready.

1. You will choose or be assigned a "fantastic" archaeology topic relevant to this course, and are responsible for preparing your website by the week that or a related topic is listed in the syllabus. You may exchange topics with another student after requesting permission from the instructor (by email). Start by reading the relevant chapter in your text and any related course articles (available online).

2. Write an overview of your topic, including the following information: the "fantastic" discovery or interpretation; the archaeological evidence; other relevant evidence; a critical discussion of the evidence and its interpretation. For a passing grade, your overview should be an absolute minimum of 600 words in length (hyperlinking to separate pages as necessary), and you should cite the sources of the information that you are providing (use same format as in the course textbook). Your grade is not based just on length, but on what is actually written and how the website is organized. A much lengthier (e.g. 1000+ words), well-written and formatted text can earn an "A" grade (see examples provided).

3. Create a COMPREHENSIVE (i.e. as complete as possible list of what exists, not just those you cite in your text) BIBLIOGRAPHY OF BOOKS ***AND*** JOURNAL/MAGAZINE ARTICLES DEALING WITH YOUR SUBJECT (no newspaper articles or websites). You will find some among the references in the textbook and other assigned readings, but you will also need to use the library databases available in WebLuis (i.e. Academic Index and AnthroPlus). Your bibliography should be neatly presented, single-spaced, in alphabetical order, in the same format as used in the Feder textbook. A minimum of 50 items are expected, while hundreds may exist for some topics!

4. Investigate what materials are available on the World Wide Web which deal with this topic. You can start with the sites listed as "Best of the Web" at the end of each chapter in the textbook, and follow through by examining linked sites and searching using various search engines. Links to some websites are also provided within the course website. Create a list of links, ANNOTATING IN A MEDIUM-LENGTH PARAGRAPH THE FUNCTION AND CONTENT OF TEN DIRECTLY RELEVANT WEB SITES. You should specifically include the name and URL of the website, its title, the author or sponsor if identified, and the date published (or visited, if no date is given). Why does this website exist to begin with? You should also describe the site's content: Is it an authoritative or original source of information or just compiling information from other sources? To what audience is the site directed? How is the archaeological topic presented (e.g. is there any bias or selectivity in the information presented, considering what you know is available from your own library research)? Is there any information that seems to be 'new' (i.e. that hasn't been published in a book or article yet)? Are details or data available which can be critically evaluated by the web surfer, or is the site all summary and interpretation ('fantastic' or otherwise) without data to support any conclusion?

5. In at least 500 words, discuss, compare and contrast the information you found available in books/articles and on the web. Would the average web surfer get a good overview of the archaeological subject, the data that exists (or doesn't!), and the interpretations that have been made, from the web alone? What recommendations can you suggest to the average web surfer to help him/her research this subject, and/or for scholarly research to be done?

6. Upload your text, bibliography, and annotated links to your PERSONAL USF WEBSITE, organizing the pages so that the information is easily accessible. Details on how to save your text (html) and image (jpg or gif) files, and upload them (using SSH) are provided separately in Blackboard under Course Materials.

Spell-check, grammar-check, and proofread your web pages. Sloppy presentation makes the contents of the website suspect as well. You should have at least a couple of relevant illustrations (you can borrow from other websites), with captions; more are welcome but there's no need to make a large gallery of images.

7. You should have at least a nearly-completed version of your website by the day your topic is listed in the syllabus. Early that week, you should send out an email to everyone in the course inviting them to visit your site and provide constructive criticism, and also post the same time and website address information under Student Postings.

8. All students who attend your chat session are required to visit your website and provide comments and constructive criticism in the appropriate course announcement area. The instructor or TA who is also present will provide more detailed, private suggestions on how to improve.

9. You may use peer and instructor feedback to modify your site after your presentation: presenters in weeks 1 and 2 will have two weeks to modify their websites; those in weeks 3-5 will have one week, while those in the last week will have at best a few days.

WEBSITE TOPICS MAY BE PROPOSED AND APPROVED BEFORE THE COURSE BEGINS SO THAT YOU CAN HAVE MORE TIME BY GETTING STARTED EARLY. PLEASE EMAIL THE INSTRUCTOR.