Popular Archaeology
ANTH 3340 CRN #25518 (In-person) – Spring 2024
Instructor: Dr. Gillian Wong (she/her)   Email: glwong@utep.edu
Mondays & Wednesdays 12:00 – 1:20pm in Old Main 205

Office hours (in-person & online): Mondays & Wednesdays 2:00pm – 3:30pm
Join office hours in-person in Old Main 203 or via Zoom by following this link:
https://utep-edu.zoom.us/j/83395447379?pwd=Sll2THNzWIJHRnZSRDdKR3BuUVZDUT09

Course Description
From the UTEP General Catalog: “Exploring Myths and Mysteries. Key concepts and approaches in archeology with an emphasis on what archeology means to the public. Emphasis is on developing students’ abilities to identify and evaluate scientific and pseudoscientific treatments of the archeological record. Includes discussions of ancient astronauts, lost continents, the Moundbuilders, scientific creationism, and psychic archeology.” Additionally, this course introduces students to effective methods of science communication, with a focus on public archaeology. This course is 3 credits.

Course Objectives & University Learning Outcomes
By the end of this course, students will be able to:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OBJECTIVE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to evaluate the ethics of popular ideas about humans and our ancestors</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>Gain perspective on the diversity of the human experience and its vast time depth</td>
<td>Global Awareness</td>
</tr>
<tr>
<td>Be able to critically evaluate popular archaeological topics using knowledge of the scientific method and the goals of pseudoscience</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Find effective means of communicating with fellow students about controversial topics or topics</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Effectively communicate complex and advanced archaeological topics to a public audience</td>
<td>Communication</td>
</tr>
</tbody>
</table>
Instructor Info & Communication

Hello, I’m Dr. Wong! I’m an anthropologist who specializes in archaeology. I can be reached most easily by E-mail (glwong@utep.edu). My office hours are listed at the top of the syllabus. If you’d like to meet at another time, please set up an appointment. Zoom meetings and in-person meetings are available.

I do not usually check my E-mail on the weekends. Please give me at least 24 hours to respond to any E-mail you send to me during the week.

When sending me an E-mail, use these guidelines:

• Include your full name
• E-mail if there is an emergency (when it is safe to do so)
• Assume E-mail messages are permanent and public
• Include a greeting (like “Hello Professor” or “Dear Dr. Wong”) and a closing (like “Sincerely”) with your name

I will send course communications by UTEP email or through Blackboard. CHECK YOUR UTEP EMAIL AND BLACKBOARD REGULARLY. I recommend you also use your UTEP email to communicate with me during this course. I will only communicate information about your course grade through Blackboard message or your UTEP email.

Class Values & Online Etiquette

A syllabus not only tells us about what we will accomplish together in this class but explains the expectations we should have for one another. As the instructor, I pledge to treat students with dignity and respect. We all bring valuable life experiences and perspectives to this class.

In the classroom, we will all treat each other with respect and an open mind. This doesn’t mean we will always agree but that we understand our classroom is a place of learning and we all have good intentions. We will refrain from using hurtful or inflammatory comments, they will not be tolerated. My classroom is a safe space, which means all ideas are welcome, but we will present them in ways that are thoughtful and do not belittle others.

No harassment or inappropriate postings will be tolerated online. When reacting to someone’s message or comments, address the ideas, not the person.

Blackboard is not a public internet venue. Whatever is posted in these online spaces is intended for classmates and the instructor only. Please do not copy documents, posts, etc. and paste them to publicly accessible spaces, such as websites or blogs.

Being Prepared for this Class

• I recommend taking notes during lecture.
• Read the readings assigned for the topic before coming to class.
• Check your campus email and the course Blackboard site regularly (I recommend a minimum of every other day during the week). Computers and internet access are available on campus.
  • Check Blackboard course announcements often!
• Anticipate any technology failures! Consider copying your work to a personal offline location (like a word document saved on your personal computer) or planning to turn assignments in online at least 2 hours early in case of login or Blackboard issues.

Technology Requirements

Our course using Blackboard as a tool and companion to our in-person sessions. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop and the following software: Microsoft Office (or similar software), and a PDF reader (note that internet browsers have this capability). Check that your computer hardware and software are up-to-date and able to access all parts of the course. You can download Microsoft Office programs (including Word, Excel, PowerPoint, and Outlook) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact UTEP Technology Support (https://www.utep.edu/technologysupport/), their Help Desk (https://www.utep.edu/technologysupport/tscenter/tsc_helpdesk.html) is particularly useful. They are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Accommodations Policy

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant and/or have parenting responsibilities may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship on the University are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Participation & Course Drop Policy

There is no participation requirement in this class, however, I recommend you attend regularly to be successful.

Please stay home if you are feeling unwell. If this is the case, contact me as soon as possible, so that we can work on appropriate accommodations. Students with excused absences may join class via Zoom but must contact me at least one hour before class to receive the Zoom link. Excused absences include care taking responsibilities, illness, emergencies, unforeseen circumstances, and more.

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.
Assignments & Grading

The breakdown for your final grade percentage and letter grade is as follows:

100-90% = A  89-80% = B  79-70% = C  69-60% = D  59%-below = F

The following table is a breakdown of all assignments and exams in this class and how much each of these is weighted to calculate your final grade:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments (4 x 5% each)</td>
<td>20%</td>
<td>Varies</td>
</tr>
<tr>
<td>Paper</td>
<td>20%</td>
<td>March 4 (March 11 – late deadline worth 75%)</td>
</tr>
<tr>
<td>SciComm Project</td>
<td>20%</td>
<td>Project presentations: April 29 &amp; May 1 (all materials due directly after presentation)</td>
</tr>
<tr>
<td>Exam 1 (Midterm)</td>
<td>20%</td>
<td>March 20</td>
</tr>
<tr>
<td>Exam 2 (Final Exam)</td>
<td>20%</td>
<td>May 10th 1:00 – 3:45pm</td>
</tr>
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</table>

I always attempt to program Blackboard to report your grades with the above weights. BUT it doesn’t always cooperate or calculate accurately. THIS SYLLABUS is your best resource for calculating your grade. Please, do not hesitate to contact me with grading questions or if you would like help calculating your course grade.

It is the student’s responsibility to ensure their work is submitted properly on Blackboard. If class work is submitted that is handwritten, it is the responsibility of the student to ensure the writing is legible.

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Late Assignments

I do not accept late work except in unforeseen circumstances (such as an emergency). If you have had an emergency or other unforeseen circumstance that qualifies you to turn in an assignment late or make up an exam, IT IS THE STUDENT’S RESPONSIBILITY to inform the instructor and coordinate this. The student must contact the instructor within 1 week of the assignment/exam deadline/due date, otherwise a make-up will not be available.

There is one exception to the late policy: there is an option to turn the paper in late for credit. If turning the paper in late, it is eligible for 75% of the original points. The late paper deadline is listed in the table in the “Assignments & Grading” section of this syllabus and on the course schedule, below.

Class Assignments (abbreviated CA)

These are assignments that occur throughout the course for a grade. There will be a total of at least six CAs BUT only your four CAs with the highest grades will count towards your final
course grade. The only penalty for missing a CA is to receive a grade of zero on the assignment.

**Paper**

There is one paper for this class. Detailed instructions for the papers can be found in the "Assignments" folder on the main page of our Blackboard site. Information and instructions will also be provided in class. Papers should be submitted online through Blackboard. They are due by 11:59pm on their due date. Part of your grade for the paper includes formatting, please read the formatting requirements carefully before submitting your paper.

The paper has a rubric associated with it that is visible to students in the paper information on Blackboard. I recommend students review these rubrics before submitting their papers.

**SciComm Project**

There is one project for this class, which students will complete in small groups. This project asks students to create a SciComm product (such as a podcast, ‘Zine, blog, or comic) about an archaeological topic. Detailed instructions will be posted in the “Assignments” folder on the main page of our Blackboard site. Information and instructions will also be provided in class. Depending on the type of product students create, these can be submitted either in-person or through Blackboard. They will be presented to the class and all components of the project are due directly after the presentation.

The project has a rubric associated with it that is visible to students in the project information on Blackboard. I recommend students review these rubrics before completing their projects.

**Exams**

There are two exams in this class: Exam 1 is the midterm and Exam 2 is the final exam. The exams are not cumulative. They will be a mixture of multiple choice, key terms, fill in the blank, true/false, and short essay questions. Review sheets will be provided for each exam. If it’s not on the review sheet, it won’t be on the exam. Time will be made in class to review for the exams.

Exams are taken IN CLASS. Students must be present in person to take the exam, there is no online option.

If students have a legitimate reason for missing an exam, such as an emergency, illness, or unforeseen circumstances, they may make up the exam. Students must first contact Dr. Wong to receive approval to take a make up exam. If approval is given, students must complete the exam within two weeks of the original exam due date. IT IS THE STUDENT’S RESPONSIBILITY to contact Dr. Wong to make up the exam. The student MUST contact Dr. Wong within 1 week of the exam deadline.

**Alternative Means of Submitting Work in Case of Technical Issues**

I strongly suggest that, when submitting work on Blackboard, you submit with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (papers, assignments, answers to exams) in a separate document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through
Blackboard, please contact the UTEP Technology Support's Help Desk (see “Technology Requirements” section above). You can email me your backup document as a last resort.

**Academic Dishonesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

**Artificial Intelligence Use**

The use of generative AI tools such as Chat GPT is permitted in this course *only* for your own personal use (for example, as a study aid). You may NOT use AI tools to complete any course work unless you are using it as an example of AI generated text. Here is an example of an acceptable use of AI-generated text:

> People commonly assume that archaeologists study dinosaurs even though many easily accessible resources are available that contradict this assumption. For example, I asked Chat GPT to define archaeology with reference to dinosaurs and its response stated: “However, when it comes to dinosaurs, archaeology is not the primary field of study. Instead, the study of dinosaurs falls under the realm of paleontology.”

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

**Extra Credit**

I do not normally offer any extra credit assignments. IF I decide to offer extra credit assignments, the extra credit points will be applied to your final grade. There may be extra credit questions on exams or CAs.

No student can receive over 100% on an assignment, exam, or paper; if a student receives more than full credit on any of these their grade on that assignment will be recorded as 100%.
Course Textbook


Additional Readings and Resources

Readings and resources additional to textbook chapters are also assigned throughout the course. These will be available either through Blackboard or online. A list of all additional readings and resources can be found after the course schedule. The dates that each additional reading and resource is assigned are provided in the course schedule below.

Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; IMPORTANT DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Course Introduction</td>
<td>• Frauds Preface</td>
</tr>
<tr>
<td>Jan. 16</td>
<td></td>
<td>• Wade 2019</td>
</tr>
<tr>
<td>Module 2</td>
<td>What is Archaeology?</td>
<td>• Digging into Archaeology Ch.s 1-3</td>
</tr>
<tr>
<td>Jan. 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Anthropological Concepts and Ethics</td>
<td>• Explorations Ch. 1</td>
</tr>
<tr>
<td>Feb. 5</td>
<td></td>
<td>• Digging into Archaeology Ch. 16</td>
</tr>
<tr>
<td>Module 4</td>
<td>Science and Pseudoscience</td>
<td>• Frauds Ch. 1</td>
</tr>
<tr>
<td>Feb. 12</td>
<td></td>
<td>• SAA Arch Law &amp; Ethics</td>
</tr>
<tr>
<td>Module 5</td>
<td>Epistemology – How Do We Know Things?</td>
<td>• Frauds Ch.s 2 and 3</td>
</tr>
<tr>
<td>Feb.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6</td>
<td>Creationism</td>
<td>• National Academy of Sciences, Ch. 3: Creationist Perspectives</td>
</tr>
<tr>
<td>Feb. 26</td>
<td></td>
<td>• Know Ancient: Pseudoarchaeology Unveiled</td>
</tr>
<tr>
<td>Module 7</td>
<td>Pseudoarchaeology Classic Example 1: Atlantis</td>
<td>• Frauds Ch. 8</td>
</tr>
<tr>
<td>March 4</td>
<td></td>
<td>• The Dirt Ep 63</td>
</tr>
<tr>
<td>Module 8</td>
<td>Pseudoarchaeology Classic Example 2: Monumental Architecture</td>
<td>• Frauds Ch. 10</td>
</tr>
<tr>
<td>March 18</td>
<td></td>
<td>• TEDx Talks: Aliens &amp; archaeology</td>
</tr>
<tr>
<td>Module 9</td>
<td>Pseudoarchaeology in the Americas Example 1: Peopling of the New World</td>
<td>• Frauds Ch.s 5 and 6</td>
</tr>
<tr>
<td>March 25</td>
<td></td>
<td>• Expedition Magazine Vol. 29 No. 2</td>
</tr>
<tr>
<td>Module 10</td>
<td>Pseudoarchaeology in the Americas Example 2: Moundbuilders</td>
<td>• Frauds Ch. 7</td>
</tr>
<tr>
<td>April 1</td>
<td></td>
<td>• Archaeological Fantasies</td>
</tr>
</tbody>
</table>

March 11 – 15: UTEP Spring Break, no classes

March 11: late Paper deadline
Module 11
April 8 – 12
Public Archaeology and SciComm
- SAA What is Public Archaeology
- SAA Public Perceptions Studies
- Science Spaza Activities

Module 12
April 15 – 19
Careers in Archaeology
- Berlin 2024
- National Park Service Archaeology Career Guide

Module 13
April 22 – 26
Project Preparation

Module 14
April 29 – May 2
Project Presentations

EXAM 2 (FINAL EXAM): May 10th 1:00 – 3:45pm in our usual classroom

Details on Additional Readings and Resources

Module 1
- Wade, Lizzie. Believe in Atlantis? These archaeologists want to win you back to science. Science, 9 April 2019. [https://www.science.org/content/article/believe-atlantis-these-archaeologists-want-win-you-back-science](https://www.science.org/content/article/believe-atlantis-these-archaeologists-want-win-you-back-science)

Module 2
  - Chapter 1: Introduction to Anthropological Archaeology
  - Chapter 2: History (up until the 1960s),
  - Chapter 3: History (the 1960s and beyond)
  - Note: these chapters include activities, these activities are not part of the reading for this class.

Module 3
- Wolcott Paskey, A. and Beasley Cisneros, A. 2020. Chapter 16: Legal and Ethical Considerations in Archaeology. In: Digging into Archaeology: A Brief OER Introduction to Archaeology with Activities. Academic Senate for California Community Colleges. Pp. 207-211. (Note: this chapter includes activities, these activities are not part of the reading for this class.)
Module 4


Module 6


Module 7


Module 8

  o Watch the TedTalk here: https://www.youtube.com/watch?v=UAdFr5FOzGk&t=16s
  o Read the summary of the video here: https://www.tedxmilehigh.com/pseudoarchaeology/

Module 9

- Choose one article to read from the following issue of Expedition Magazine, published by the Penn Museum: 1987 Volume 29, Number 2 (you cannot choose Brian Fagan’s article “Archaeology and Pseudoarchaeology”). https://www.penn.museum/sites/expedition/issue/?issue=315

Module 10

- Archaeological Fantasies by Sara Head. Choose an Archaeological Fantasies blog post (https://archyfantasies.com/) or YouTube video (https://www.youtube.com/user/ArchyFantasies) to explore.
Module 11

- Society for American Archaeology. “What is Public Archaeology?”
- Science Spaza (https://sciencespaza.org/).
  o Read the about section of their website: https://sciencespaza.org/about/
  o Read through these archaeology-themed worksheets:
    o “A Taste of the Past! – The Food Ancient People Ate”
      https://sciencespaza.org/files/1816/8785/8038/Science_Spaza_Worksheet_No_6_5_Ancient_edible_plants_WEB.pdf
    o “Archaeology: Listening to the Past”
      https://sciencespaza.org/files/9816/4258/3097/Science_Spaza_WITS_Worksheet_No_63_Listening_to_the_Past_English_WEB.pdf
    o “Radiocarbon Dating – Tick-tock the Carbon Clock!”
      https://sciencespaza.org/files/2316/0500/2312/Science_Spaza_Worksheet_No_6_1_WEB.pdf

Module 12

  https://www.archaeological.org/programs/educators/introduction-to-archaeology/a-career-in-archaeology/
  https://www.nps.gov/subjects/archeology/career-guide.htm
UTEP Resources

UTEP provides a variety of student services and support, I have listed several below. You may also follow this QR code for more:

![QR Code](image)

Anthropology Resources

- Sociology and Anthropology Department website: [https://www.utep.edu/liberalarts/sociology-and-anthropology/](https://www.utep.edu/liberalarts/sociology-and-anthropology/)
- Advising information: [https://www.utep.edu/liberalarts/sociology-and-anthropology/about/advising.html](https://www.utep.edu/liberalarts/sociology-and-anthropology/about/advising.html)
- UTEP has an Anthropology club! Contact Dr. Wong for more information.
- For information about careers in Archaeology and Physical Anthropology, reach out to Dr. Wong.

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- **The Miner Learning Center**: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- **UTEP Edge**: UTEP’s cross-campus framework for student success and empowerment – develops students’ assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.
Individual Resources

- **Student Success Help Desk (SSHD):** Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu

- **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.

- **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.

- **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**UTEP Food Pantry:** Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.