



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences, Department: School of Human Evolution and Social Change, Prefix: ASB, Number: 333, Title: Frauds, Myths, and Mysteries, Units: 3

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s).

Chair/Director Initials: lce (Required)

Course description:

Requested designation: Global Awareness-G Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Sara Marsteller, E-mail: smarstel@asu.edu, Phone: 480-965-5304

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kaye Reed, Date: 3/22/17

Chair/Director (Signature): Kaye E. Reed

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus and textbook table of contents
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	syllabus and textbook table of contents
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
ASB	333	Frauds, Myths, and Mysteries	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1: subject matter addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The course examines the debunking of popular pseudoarchaeological myths and hoaxes from around the world to demonstrate how archaeological science and methods are used to understand past cultures and relationships around the world and to critically evaluate how pseudoarchaeology negatively impacts living groups around the globe today.</p>	<p>Module 2 examines hoaxes and scientific discoveries concerning the emergence of modern humans in Africa and our colonization of Europe and other continents. Module 3 considers claims of pre-Columbian travels to the Americas by Viking, Chinese, and other Old World groups and the social and political implications of pseudoarchaeological myths of New World discoveries and cultural developments for today's society. Module 4 examines the origins of the story of Atlantis in ancient Greece, debunks claims of its discovery at sites around the world, and evaluates the harmful effects of continued searches for the site. Module 5 evaluates and debunks myths about extraterrestrial influence in the major technological developments of humankind focusing on case studies from Egypt and the Andes and discusses how the perpetuation of such ideas is harmful for today's society. Module 6 shows how present day technology is used to locate hidden sites focusing on examples from Cambodia and the Sahara. Module 7 examines and debunks pseudoscience surrounding contemporary religious beliefs emphasizing examples from the Middle East, Europe, and Mesoamerica. (Green highlights in syllabus)</p>

Global Awareness [G]

Page 4

2c: comparative cultural study with more than half of material devoted to non-U.S. areas	The course debunks examples of pseudoarchaeological myths and hoaxes and compares them to archaeological scientific methods at sites and contexts around the world including Africa, Europe, the Middle East, Asia, Mesoamerica, and South America.	Yellow highlights in syllabus and textbook table of contents

ASB 333 Frauds, Myths and Mysteries – Course Catalog Description

Depictions of archaeology in popular culture are full of dubious tales of ancient extraterrestrials, giants, and widespread scientific conspiracy. Explore such fantastic claims and learn how archaeologists separate plausible arguments from pseudoscience. Critically examines how and why such pseudoscientific claims develop and take hold of the public imagination.

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

FRAUDS, MYTHS, AND MYSTERIES
ASB 333
Master Syllabus

Course Description:

This 300-level course takes a Myth Busters approach to pseudoarchaeology. Students will examine the debunking of popular pseudoarchaeological myths and hoaxes, including topics such as Piltdown Man, the lost city of Atlantis, ancient aliens, an early Viking "discovery" of the Americas, ancient Mayan predictions of an apocalypse, and many more. Through hands-on activities and analyses of a variety of pseudoarchaeological interpretations and claims, students will develop an understanding of how archaeologists use science and multiple lines of evidence to make informed assessments about peoples and events in the past.

Course Goals:

Students will debunk popular pseudoarchaeological myths and hoaxes, learning in the process how archaeological science and methods work, while also critically evaluating the potentially harmful effects of pseudoarchaeology for many living groups of peoples today.

Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to:

- Describe how pseudoscience differs from scientific inquiry
- Explain the scientific method and its use in the field of archaeology
- Evaluate a variety of pseudoarchaeological claims
- Compare the various methods archaeologists use to investigate the past
- Analyze public concepts concerning pseudoarchaeological myths versus actual archaeological discoveries
- Assess the scientific validity of claims about and portrayals of archaeology in popular media

Pre-requisites/Co-requisites/Anti-requisites:

There are no pre-requisites for this course.

Required Course Texts/ Readings:

Feder, Kenneth. 2014. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, Eighth Edition. New York: McGraw-Hill

**Any additional required readings will be provided as PDFs through the course website.*

Course Format:

This course is organized into a series of weekly learning modules each focused on a specific topic as listed below. Within each module, students will review a series of required lectures, readings, and videos; participate in a group discussion; and complete a quiz on assigned materials. In addition, students will complete bi-weekly assignments that consist of applying the materials studied through hands-on activities.

Module 1: What is Pseudoarchaeology? Pseudoscience vs. Archaeological Inquiry

Module 2: Were There Giants? Hoaxes (and Real Discoveries) in the History of Our Human Origins

Module 3: Who Discovered America? Myths of Early New World Visitors

Module 4: Where is Atlantis? The Search for a Lost Continent

Module 5: Were There Aliens? Stories of Extraterrestrial Influences in Ancient Civilizations

Module 6: Can Psychics Help Archaeologists? Visualizing Hidden Sites

Module 7: Did the Maya Predict an Apocalypse? Seeking Evidence of Ancient Religious Beliefs

Coursework

Final grades for the course will be assigned on basis of the assignments described below. Detailed step-by-step instructions for each assignment are posted on the course site. Due dates are posted in the Course Schedule.

- 1 **Quizzes (150 points, 25% of final grade):** Each module will have one quiz (7 total). All you have to do to prepare for the quiz is complete the assigned reading and view the assigned videos and lectures for each module. These quizzes are open-book and open-video/lecture, but it will be difficult to find all the right answers if you have not done the reading beforehand because the quizzes are timed.
 - 1 Required Readiness (Syllabus) Quiz (10 points)
 - 7 Module Reading/Video Quizzes (20 points each; 140 total *****2 extra credit points possible per quiz*****)
- 2 **Discussion Posts (150 points, 25% of final grade):** In response to each module's prompt (7 total), students will make one Discussion Post (50-100 words). Each student's post should have an interesting or provocative title so that others will want to read and respond to the post. Posts are graded on a pass/fail basis. To pass and earn full points, posts must (1) be at least 50-100 words, (2) have an interesting or provocative title, and (3) be relevant to the discussion topic. Each student's post should have an interesting or provocative title so that others will want to read and respond to the post. Within 24 hours of the post deadline, students must post a response to two other classmates' initial post that are no more than 100 words and engage in critical or substantive ways with the initial post (e.g., exemplar, critique, question). These responses are graded on a pass/fail basis. To pass and earn full points responses must (1) adhere to the word limit and (2) engage critically or substantively with the initial post it is responding to.
 - 1 Introductory Post (10 points)
 - 7 Discussion Posts (20 points each; 140 total)
- 3 **Assignments (300 points, 50% of final grade):** There will be three hands-on activities that apply the materials we study. These assignments are outlined below.
 - **Assignment 1 – You Be the Researcher (100 points)**

In this assignment, students will pretend to be a researcher on an interdisciplinary team studying public beliefs about pseudoarchaeological myths and misconceptions about archaeological science. As a member of this research team, each student will conduct a pilot survey of 10 persons using a provided list of statements about pseudoarchaeological and/or archaeological topics that we will be discussing throughout the course. Students will analyze the results of their public survey, create hypotheses and predictions for a larger survey of the general public, and brainstorm ideas for how to improve the survey, as well as for how the results of a larger survey might be used to help scientists increase public understanding of archaeological science. Each student will then summarize the results of this analysis and brainstorming activity in a summary report to the research team.
 - **Assignment 2 – You Be the News Editor (100 points)**

In this assignment, students will pretend to be a science editor for a popular news magazine looking for a story on an archaeological discovery to feature. As a science editor at a magazine that prides itself on its reputation for accurate, scientifically supported information, each student will find an interesting report of an archaeological discovery, conduct a guided assessment of its scientific validity, and make a recommendation as to whether or not the magazine should feature the story.
 - **Assignment 3 – You Be the Film Consultant (100 points)**

In this assignment, students will take on a new role as a film consultant advising filmmakers on how to correct archaeological inaccuracies in a popular film. As a film consultant hired to help transform a previously released fictional movie on an archaeological topic into a more accurate, yet still exciting, adventure film, each student will view a film about archaeology, identify potential inaccuracies surrounding the portrayal of archaeological concepts in the film, and report to producers ideas for improving the film's scientific accuracy while maintaining its adventurous spirit.

Summary of Course Assignments and Grade Assessment

1 Required Readiness (Syllabus) Quiz		10 points
7 Module Reading/Video Quizzes	20 points x 7 =	140 points
1 Introductory Post		10 points
7 Discussion Posts	20 points x 7 =	140 points
Assignment 1		100 points
Assignment 2		100 points
Assignment 3		<u>100 points</u>
		600 total points

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Final Grades

Final course grades are assessed as follows:

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B-/B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<59.5	Failure
XE		Failure due to Academic Dishonesty

**Please note that this syllabus is subject to change or revision, as needed, to best realize the educational goals of the course. Any revision will be discussed in class with fair prior notice.

Extra Credit

There are 3 points extra credit available for each of the 7 module quizzes for total of 21 extra credit points available in this course. This will be the only extra credit possible.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

Late Assignments

Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Unexcused late assignments will be docked 5% of the total points for each day they are late and will not be accepted more than 3 days late (including weekends). Extensions for assignments are only granted when unpreventable and unforeseeable circumstances arise and this must be documented. Excuses for an assignment must be made and approved in advance of the due date of the assignment. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed. In order to get full credit, with the late assignment you must turn in a copy of the email approval or signed written excuse. If you wish to submit documentation to request an extension on an assignment submission, contact the Instructor/TA as soon as possible. Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Course Policies

Is an on-line course right for you?

1. Are you self-motivated? There is a significant amount of reading required for this course, as well as quizzes, online discussions, and short written assignments. Because this course is self-paced and moves quickly, it is necessary that you keep up with the reading and lecture materials on a regular basis.
2. Do you have a reliable internet connection? Please be sure that you have a reliable computer and internet connection. To access the class website you can use your personal computer, one in the library, and/or computer labs at ASU.
3. Do you work well on your own? Interaction with other students and the professor occurs on-line rather than in a traditional classroom setting. However, there is an optional discussion board available for student interaction where you can post comments or interact with the other students in the course.

Getting Answers to your Questions

If you have questions about an assignment, quiz, due date, course schedule, or other general course issues, please post your inquiry on the Hallway Conversations board in the Course Home. If you need personalized help or advice regarding class assignments, please email your instructor or TA with "ASB 301" in the subject of the email. If you are having trouble keeping up with the course or miss assignments due to an illness or family emergency, please contact your instructor right away.

Handing in Assignments

All assignments must be submitted by the deadline on the due date to receive full credit. If you are unable to submit the assignment through Blackboard for any reason, you must email your assignment to the instructor or teaching assistant by the deadline. No exceptions. Please see the course policies below regarding late assignments. *IMPORTANT: Assignment file name: Do not put any extra characters (such as # or :) in the file name. Save the file with the following format: LastnameFirstname.doc and **ensure your file is a .doc, .docx, .txt, or .pdf**. Other file types cannot be read in Blackboard and thus will not be graded. All assignments will be scanned for plagiarism.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on

the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Sexual Violence/Harassment

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Copyright Information and Prohibition of Commercial Note Taking Services

All course content is copyrighted and any and all notes from in-person and/or online lectures may not be reproduced nor sold without explicit written permission from the instructor. Students should consult the [ACD 304-06 Commercial Note Taking Services](#) policy before written permission is sought from the official instructor of the class. If permission to reproduce notes is granted, students may not use Blackboard email or discussion boards to advertise services to other students.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course as they tend to come up quickly (e.g. week 3 for 7 ½ week A/B session courses and week 11 for 15 week C session courses). Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email contact

the [help desk](#). Your email communications should be [professional](#) and succinct. General guidelines for email include:

- Expect faculty to respond to emails between 9am and 5pm on Monday through Friday with a forty-eight hour lag time.
- For any concerns about grades, meet with your professor or TA face-to-face.
- Before sending questions via email, make sure that your question is not answered on the course syllabus or website.
- Be specific about the subject of the email in the mail subject heading and use proper salutation (e.g. Dear Professor XXXX) and check spelling, grammar, and punctuation.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: <http://shesc.asu.edu/undergraduate/undergraduate-studies>. Our advisors are always willing to discuss career and guidance options with you.

Schedule of Readings and Assignments (Due dates can be found in the Course Schedule)

Module 1: What is Pseudoarchaeology – Pseudoscience vs. Archaeological Inquiry

Learning Objectives

- Describe how pseudoscience differs from scientific inquiry
- Explain the scientific method and its use in the field of archaeology
- Reflect on the reasons for pseudoarchaeological interpretations

Readings

- Feder textbook - Chapter 1, Science and Pseudoscience (18 pages)
- Feder textbook - Chapter 2, Epistemology: How You Know What You Know (28 pages)
- Fagan, GG. 2006. Diagnosing Pseudoarchaeology. In: Archaeological Fantasies, edited by GG Fagan, pp. 23-46. London: Routledge. (23 pages)

Lectures

- What's the Difference Between Science & Pseudoscience?
- How to Identify Pseudoarchaeology
- Why Does Pseudoarchaeology Exist?

Assignments due:

- Required Readiness (Syllabus) Quiz (10 points)
- Introductory Post (10 points)
- Module 1 Quiz (20 points)
- Module 1 Discussion (20 points) : Pseudoarchaeology and Your Future
- Start Assignment 1 (Due following week in Module 2)

Module 2: Were There Giants? Hoaxes (and Real Discoveries) in the History of Our Human Origins

+ Assignment 1

Learning Objectives

- Evaluate claims for the existence of ancient human giants
- Examine the authenticity of the Piltdown Man discovery
- Compare the evidence supporting the historical fossil finds at Piltdown, England, and Taung, South Africa

Africa

Readings

- Feder textbook - Chapter 3, Anatomy of an Archaeological Hoax (22 pages)
- Feder textbook - Chapter 4, Dawson's Dawn Man: The Hoax at Piltdown (28 pages)

Lectures

- Were There Giants?
- Who Was Piltdown Man?
- Who Was the Taung Child?

Videos

- The Boldest Hoax (48 min, PBS NOVA)
- Becoming Human: Episode 1 (51 min, NOVA)

Assignments due:

- Module 2 Quiz (20 points)
- Module 2 Discussion (20 points): Fake vs. Authentic Fossils
- Assignment 1 Due (100 points)

Module 3: Who Discovered America? Myths of Early New World Visitors

Learning Objectives

- Examine the evidence for the earliest, original discovery of the Americas
- Evaluate claims of pre-Columbian visits to the Americas by the Vikings, Chinese, and other Old World groups

- Debunk the myth that the Moundbuilders were not Native American Indians

Readings

- Feder textbook - Chapter 5, Who Discovered America? (22 pages)
- Feder textbook - Chapter 6, Who's Next? After the Indians, Before Columbus (35 pages)
- Feder textbook - Chapter 7, The Myth of the Moundbuilders (32 pages)

Videos

- Myths and the Moundbuilders (58 min, Odyssey)

Lectures

- Who Discovered America?
- Did the Vikings Reach America Before Columbus?
- Who Were the Moundbuilders?

Assignments due:

- Module 3 Quiz (20 points)
- Module 3 Discussion (20 points): Implications of Pseudoarchaeological Myths for Social and Political Issues Today
- Start Assignment 2 (Due following week in Module 4)

Module 4: Where is Atlantis? The Search for a Lost Continent + Assignment 2

Learning Objectives

- Explain the origins of the story of Atlantis in ancient Greece
- Evaluate whether or not archaeological evidence supports the idea that all cultures originated from Atlantis
- Assess pseudoarchaeological claims for the discovery of the site of Atlantis
- Describe how archaeologists investigate underwater sites

Readings

- Feder textbook - Chapter 8, Lost: One Continent--Reward (31 pages)
- Williams, S. 1991. Catastrophism: Sunken Continents and All That Jazz. In: Fantastic Archaeology:

The Wild Side of North American Prehistory, pp. 130-155. Philadelphia: University of Pennsylvania Press. (26 pages)

Videos

- Atlantis: Reborn Again (49 min, Horizon, BBC Learning)

Lectures

- Who Created Atlantis?
- Did All Cultures Diffuse from One Source?
- Where is Atlantis Now?

Assignments due:

- Module 4 Quiz (20 points)
- Module 4 Discussion (20 points): Potential Harmful Effects in Searching for Atlantis
- Assignment 2 Due (100 points)

Module 5: Were There Aliens? Stories of Extraterrestrial Influences in Ancient Civilizations

Learning Objectives

- Evaluate claims suggesting archaeological evidence of extraterrestrial visits to earth in ancient times
- Debunk myths that technological developments in ancient human history came from extraterrestrials
- Explain how case studies from ancient Egypt and the ancient Andes reflect human innovations and behaviors without help from extraterrestrials

Readings

- Feder textbook - Chapter 9, Prehistoric E.T.: The Fantasy of Ancient Astronauts (27 pages)
- Feder textbook - Chapter 10, Mysterious Egypt (32 pages)
- Jordan, P. 2006. Esoteric Egypt. In: Archaeological Fantasies, edited by GG Fagan, pp. 109-128. London: Routledge. (19 pages)

Videos

- Landscapes: The Sculpture Diaries (8 min, Channel Four Television)

Lectures

- Is There Evidence for Ancient Alien Visits?
- Did Aliens Give Humans Knowledge and Technology?
- Did the Egyptian Pyramids Appear Instantaneously?

Assignments due:

- Module 5 Quiz (20 points)
- Module 5 Discussion (20 points): Debunking Ancient Aliens
- Start Assignment 3 (Due following week in Module 6)

Module 6: Can Psychics Help Archaeologists? Visualizing Hidden Sites + Assignment 3

Learning Objectives

- Describe how psychics claim to be able to help archaeologists locate sites and predict what will be found during excavation
- Explain how archaeologists can use satellite imagery and other forms of aerial technology to locate hidden sites
- Compare different methods archaeologists use to visualize what's underground before digging

Readings

- Feder textbook - Chapter 11, Good Vibrations: Psychics and Archaeology (16 pages)
- Williams, S. 1991. Psychic Archaeology: Seeking Visions of the Past. In: Fantastic Archaeology: The Wild Side of North American Prehistory, pp. 286-304. Philadelphia: University of Pennsylvania Press. (19 pages)

Videos

- Archaeologists Discover Lost City in Cambodian Jungle (NPR, 10 min)
- Archaeology from Space (TED, 6 min) (focuses on Egyptian archaeology)

Lectures

- What is Psychic Archaeology?
- How Can Lost Sites Be Found?
- Can Buried Sites Be Visualized Without Digging?

Assignments due:

- Module 6 Quiz (20 points)
- Module 6 Discussion (20 points): Future Technologies and Archaeology
- Assignment 3 Due (100 points)

Module 7: Did the Maya Predict an Apocalypse? Seeking Archaeological Evidence of Religious Beliefs**Learning Objectives**

- Examine the pseudoscience concerning alleged Mayan predictions of an apocalypse
- Explain whether there is archaeological evidence for the Biblical Flood and Noah's Ark
- Describe what science can and cannot tell us about the Shroud of Turin
- Consider the various methods archaeologists employ to examine religious beliefs and rituals in the past

Readings

- Feder textbook - Chapter 12, Old-Time Religion, New Age Visions, and Paranormal Predictions (31 pages)
- Feder textbook - Chapter 13, Real Mysteries of a Veritable Past (31 pages)

Videos

- Maya Underworld: The Real Doomsday (National Geographic, 45 min)

Lectures

- Did the Maya Predict an Apocalypse?
- Is There Archaeological Evidence for Noah's Ark and Flood?
- What Does Science Tell Us About the Shroud of Turin?

Assignments due:

- Module 7 Quiz (20 points)
- Module 7 Discussion (20 points): Creating and Testing Hypotheses

Citations for Assigned Readings

Fagan, GG. 2006. Diagnosing Pseudoarchaeology. In: *Archaeological Fantasies*, edited by GG Fagan, pp. 23-46. London: Routledge.

Feder, Kenneth. 2014. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, Eighth Edition. New York: McGraw-Hill.

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FRAUDS, MYTHS, AND MYSTERIES

Science and Pseudoscience in Archaeology

EIGHTH EDITION

KENNETH L. FEDER

Central Connecticut State University



The McGraw-Hill Companies



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Contents

Preface xi

Quick Start Guide xvii

- 1 Science and Pseudoscience 1**
 - Belief in the Unbelievable 2
 - The Morning of the Magicians* 7
 - Pseudoscience and Archaeology 9
 - Why I Wrote This Book 12
 - Frequently Asked Questions 15
 - Best of the Web 16
 - Critical Thinking Exercises 17

- 2 Epistemology: How You Know What You Know 18**
 - Knowing Things 18**
 - Collecting Information: Seeing Isn't Necessarily Believing* 20
 - Collecting Information: Relying on Others* 22
 - Science: Playing by the Rules 23
 - There Is a Real and Knowable Universe* 25
 - The Universe Operates According to Understandable Laws* 26
 - The Laws Are Immutable* 26
 - The Laws Can Be Understood* 27
 - The Workings of Science 28
 - The Case of Childbed Fever 29

Science and Nonscience: The Essential Differences 33
 A Rule in Assessing Explanations 35
The Art of Science 37
 Where Do Hypotheses Come From? 37
 Testing Hypotheses 39
 The Human Enterprise of Science 40
Science and Archaeology 44
Frequently Asked Questions 44
Best of the Web 45
Critical Thinking Exercises 46

3 Anatomy of an Archaeological Hoax 47

The Cardiff Giant: The Goliath of New York 50
 The Discovery 51
 The Beginning of the End 56
 Hull's Confession 57
 The End of the Giant 59
Why Did They Do It? 60
Current Perspectives: Frauds 63
 The Rules for a Successful Archaeological Hoax 64
Frequently Asked Questions 67
Best of the Web 67
Critical Thinking Exercise 68

4 Dawson's Dawn Man: The Hoax at Piltdown 69

The Evolutionary Context 70
 The Brain-Centered Paradigm 71
A Remarkable Discovery in Sussex 73
The Piltdown Enigma 80
Unmasking the Hoax 82
Whodunnit? 84
 Suspect: Charles Dawson 84
 Suspect: Arthur Smith Woodward 85
 Suspect: Pierre Teilhard de Chardin 85
 Suspect: Sir Grafton Elliot Smith 86
 Suspect: Sir Arthur Keith 86
 Suspect: Martin A. C. Hinton 87
 Suspect: Lewis Abbott 87
 Suspect: Sir Arthur Conan Doyle 87
The Lesson of Piltdown 88
Current Perspectives: Human Evolution 89

Frequently Asked Questions 94
 Best of the Web 95
 Critical Thinking Exercise 96

5 Who Discovered America? 97

America's First People 97
 A New World—To Europeans 98
 Biblical Exegesis and American Indians 99
 American Indians: From Israelites to Atlanteans 100
 Tracing the Source of Native Americans 101
 Out of Asia 103
 An "American Genesis"? 103
 Current Perspectives 105
 Tracing People by Their Morphology 105
 Tracing People by Their DNA 109
 Tracing People by Their Archaeology 112
 Frequently Asked Question 117
 Best of the Web 118
 Critical Thinking Exercise 118

6 Who's Next? After the Indians, Before Columbus 119

Artifact Trails: Evidence of Visitors to the New World 119
 The New England Model 120
 The Archaeology of Columbus 122
 The Spanish Entrada into the American Southeast 122
 A Chinese Discovery of the New World? 123
 Africans in Ancient America? 125
 Other Europeans in the New World Before Columbus? 128
 America B.C.? 130
 Mystery Hill: A Convergence of Evidence? 131
 The Archaeological Verdict 136
 Inscriptions 138
 Archaeological Context: Digging Pits and Recovering Evidence 140
Current Perspectives: The Norse Discovery of America 142
 A Newfound Land 143
 Where Was Vinland and Who Were the Skraelings? 145
 Norse Discovery of America: The Physical Evidence 145
 Other Evidence of the Viking Presence? 149
 Frequently Asked Question 152
 Best of the Web 153
 Critical Thinking Exercise 153

- 7 The Myth of the Moundbuilders 154**
The Myth of a Vanished Race 158
Who Were the Moundbuilders? Identifying the Vanished Race 160
 The Archaeology of the Myth 161
The Moundbuilder Mystery Solved 165
Rationale for the Myth of a Vanished Race 175
Current Perspectives: The Moundbuilders 175
Frequently Asked Questions 184
Best of the Web 185
Critical Thinking Exercise 186
- 8 Lost: One Continent—Reward 187**
Atlantis: Where Are You? 188
Atlantis: The Source of the Legend 190
 The Timaeus Dialogue 191
 The Critias Dialogue 193
 The Source and Meaning of Timaeus and Critias 194
 Who Invented Atlantis? 195
 Where Did Plato Get the Details of the Story? A Minoan Source 196
After Plato 203
 Ignatius Donnelly: The Minnesota Congressman 204
 Atlantis After Donnelly 212
Current Perspectives: Atlantis 213
 Ancient Greece 213
 Archaeological Evidence in the Atlantic: The Bimini Wall 214
 The Geology of the Atlantic 216
Frequently Asked Questions 216
Best of the Web 217
Critical Thinking Exercise 217
- 9 Prehistoric E.T.: The Fantasy of Ancient Astronauts 218**
Ancient Astronauts: The Source of the Idea 219
Gods in Fiery Chariots 220
 The Inkblot Hypothesis 221
 The Amorous Astronaut Hypothesis 229
 The “Our Ancestors, the Dummies” Hypothesis 231
 Extraterrestrial Calendars? 231
 Extraterrestrial Aliens in the Pacific? 233
 A Real Mystery 236

- The Archaeology of Mars 237
- Current Perspectives: The von Däniken Phenomenon 241
- Frequently Asked Questions 242
- Best of the Web 243
- Critical Thinking Exercise 244

- 10 Mysterious Egypt 245**
 - When Did People Get That Smart? 245
 - Ancient Egypt 248
 - Tutankhamun 259
 - Pyramids in Bosnia? 263
 - Current Perspectives: How Did They Build the Pyramids? 266
 - Frequently Asked Questions 274
 - Best of the Web 275
 - Critical Thinking Exercise 276

- 11 Good Vibrations: Psychics and Archaeology 277**
 - Psychic Archaeology 283
 - Psychic Site Location 283
 - Psychic Excavation 285
 - Psychic Cultural Reconstruction 286
 - Psychic Archaeology: A Test 286
 - Psychic Archaeology: The Verdict 288
 - Current Perspectives: Archaeology Without Digging 288
 - Frequently Asked Question 290
 - Best of the Web 292
 - Critical Thinking Exercise 292

- 12 Old-Time Religion, New Age Visions, and Paranormal Predictions 293**
 - Scientific Creationism and the Claim of Intelligent Design 293
 - Creationist Strategies in Education 294
 - Intelligent Design 297
 - Noah's Ark 299
 - Footprints in Time 306
 - The Shroud of Turin 309
 - Testing the Shroud 312
 - New Age Prehistory 317

Crystal Skulls 319
Current Perspectives: Religions Old and New 320
Frequently Asked Questions 321
Best of the Web 322
Critical Thinking Exercise 323

13 Real Mysteries of a Veritable Past 324

The Cave Painters of Europe 325
Explaining the Cave Paintings 327
The Civilization of the Maya 330
Explaining the Maya 331
The Mysterious "Collapse" of the Maya? 334
If You're Alive and Reading This, Then I Guess the World Didn't End
on December 21, 2012 336
Surviving the Apocalypse 339
About the Maya Calendar 339
Stonehenge 340
Explaining Stonehenge 343
An Ancient Astronomy? 347
Circular Reasoning About Stonehenge 348
Why Was Stonehenge Built? 351
Conclusion: A Past We Deserve 352
Frequently Asked Question 353
Best of the Web 353
Critical Thinking Exercise 354
References 355
Index 375