

Fantastic Archaeology

(Anthro 359)

Syllabus and Course Schedule

Fall 2010

Class Number: 63347
Instructor: Jeffery A. Behm
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COURSE DESCRIPTION: In its broadest sense, *Fantastic Archaeology* describes those claims and interpretations about the archaeological record that are outside the orthodox mainstream of the scholarly and professional world of archaeology. This can range from new, as yet untested hypotheses that may become the orthodox interpretations to the outrageous claims that can be easily refuted. We will examine this entire range of competing, non-orthodox interpretations of the archaeological record.

This course has a much broader subject area than you are likely to encounter in other courses – even in an eclectic field like Anthropology. You have the opportunity to bring knowledge and expertise acquired in other courses, or your general life experience, to the discussions.

DEFINITION OF FANTASTIC ARCHAEOLOGY: Because science is a constantly evolving structure for understanding the world around us, new data is constantly requiring adjustments to existing explanations. Not infrequently, this can require fundamental transformations of basic concepts and explanations. These paradigm shifts are revolutions in science. Until widely accepted, such ideas would have been relegated, if not ridiculed, as cult or pseudo-science. I was an undergraduate when Geology underwent such a revolutionary transformation and finally accepted continental drift when a mechanism (plate tectonics) was proposed that could explain such a fantastic idea. It is likely that some (with emphasis on **some**) current fantastic ideas in all areas of science will eventually be accepted.

Keep in mind that most, if not all of the current explanations in Archaeology were rejected and considered fantastic. However, at the same time you must remember that many (most) of these fantastic ideas are likely to never receive any such wide spread acceptance. While most of my archaeological research has been fairly mainstream, some have been in areas that other archaeologists are likely to question and relegate to the category of fantastic (albeit only relatively fantastic) archaeology. For many years I have had an interest in petroforms, the artificial placement of stones and boulders on the surface. While I have always rejected the more fanciful claims (construction by lost races, Pre-Columbian European explorers and colonists, extraterrestrials, etc.; evidence of paranormal phenomena such as psychic vortices, ley lines, etc.), I have never doubted that at least some of these structures are of human origin. However, because many archaeologists reject all claims for human construction of these surface accumulations of stone, or relegate them to field clearance and stone picking,

Examining non-orthodox claims in Archaeology (or any other field) develops critical thinking skills. While this course examines a highly specialized subject area, you may well find that this course has a greater impact on your future than most other courses. To be an effective citizen, consumer, or fulfill any other social role, you need to critically examine and evaluate the numerous claims and ideas that constantly bombard you. I hope that this course contributes to your development in this area.

Finally, Fantastic Archaeology is just plain fun to examine. I hope you enjoy examining fantastic archaeology as much as I have.

ENROLLMENT: Enrollment in this course is limited to twenty-one (21) students. That is the maximum number of students that can be scheduled for oral presentations of their research projects in the available time at the end of the semester.

OFFICE: Harrington 303B (inside the Archaeology Laboratory, Harrington 303).

OFFICE HOURS: I have six (6) hours of scheduled office hours per week:

8:00 am - 9:00 am Mondays, Wednesdays, and Fridays

1:50 pm - 2:50 pm Mondays

1:50 pm - 4:00 pm Fridays

READING ASSIGNMENTS: Reading assignments are listed on the accompanying course schedule. All reading assignments should be completed prior to the class period for which they are assigned. They are identified by the last name(s) of the author(s) and the date of publication on the attached course schedule. If only a portion of the work is assigned it is identified following a colon (*e.g.* Feder 2008: Ch 5).

Text. There is only one text required for purchase for this course:

Feder, Kenneth L.

2008 *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*, Sixth edition. McGraw-Hill Higher Education, Boston Massachusetts.

I have been impressed with this book from its first edition in 1979 – I have kept all earlier editions. This, and earlier editions, considers the phenomenon of fantastic archaeology from an explanatory perspective. An explanatory perspective means that examples are examined in an attempt to understand the attraction to proponents. While rejection of non-orthodox ideas is not automatic, ideas that challenge accepted scientific explanations are treated with scepticism. Feder's book is global in its coverage of examples.

Reserve Readings. One copy of the following items will be available for two-hour checkout at the Reserves Desk in Polk Library. This should provide ample time to read the assignment or to photocopy/scan the assignment. Because of the size of the class a longer check-out period would not be fair to all of the students.

Williams, Stephen

1991 *Fantastic Archaeology: The Wild Side of North American Prehistory*. University of Pennsylvania Press, Philadelphia, Pennsylvania.

This book is long out-of-print and there appears to be no plans to reprint it. It is still the best treatment of the subject. If you have the opportunity to purchase a used copy of this book I highly recommend it. Polk Library no longer has a copy of this book. I have made arrangements for Inter-Library Loan from UW-Green Bay. I also have a PDF copy of this book that I can share with you. But, this is a large file that you can not easily use to print. If you want a pdf copy bring a blank CD or a thumb drive to my office.

E-Reserves. The following items will be available as PDF files through e-reserves. You can access these items through the Polk Library web site. If you access through a university computer lab, you can print these for no additional charge (the printing costs are covered by the technology fee that you have already paid).

Behm, Jeffery A.

2002 *Writing a Research Paper: Suggestions and Guidelines For Producing a Term Paper*, 5th edition.

Brown, Charles E.

1926 Rock Lake. *The Wisconsin Archeologist* (new series) 5(4):107-129.

Fagan, Brian

1987 Archaeology and pseudo-archaeology. *Expedition Magazine* 29(2):2-3. Pennsylvania Museum of Archaeology and Anthropology, University of Pennsylvania, Philadelphia, Pennsylvania.

Mericle, Lon

- 1962 The underwater search for pyramids in Rock Lake, Jefferson County, Wisconsin. *The Wisconsin Archeologist* (new series) 43(3):70-75.

Additional items may be added to this list during the semester. Any additions will be announced in class and via e-mail.

Journal Articles. The following journal articles are available either as a print copy in Polk Library or through JSTORS. The availability of the item is indicated after the citation. If you access an on-line item through a university computer lab you can print it for no additional charge.

Holtorf, Cornelius

- 2005 Beyond crusades: how (not) to engage with alternative archaeologies. *World Archaeology* 37(4):544-551. POLK LIBRARY STACKS; JSTORS

RECOMMENDED READINGS: Depending on your interests (and your selection of topics for your research project) you might find the following list publications of use. When the subject of the article is not obvious from the title I have provided a brief description.

Aitken, M. J.

- 1959 Test for correlation between dowsing response and magnetic disturbance. *Archaeometry* 2:437-459.

Allen, J. M.

- 1998 *Atlantis, The Andes Solution. The Discovery of South America as the Legendary Continent of Atlantis.* St. Martin's Press, New York, New York.

Alrutz, Robert W.

- 1980 The Newark Holy Stones: the history of an archaeological tragedy. *Journal of the Scientific Laboratories, Denison University* 57:1-57.

Ambs, William J.

- 2000 Letters to the Editor: Shrouded in Controversy. *American Scientist, The Magazine of Sigma Xi, the Scientific Research Society* 88(3):198 (May-June).

This letter was written in response to an article by R. E. Taylor ("Fifty years of radiocarbon dating") in the January-February issue of *American Scientist* (volume 88, number 1). It is accompanied by a response by R. E. Taylor. Ambs objects to the validity of radiocarbon dating as a way of supporting claims of authenticity for the Shroud of Turin.

Blakeslee, Donald J.

- 1987 John Rowze and the myth of the Mound Builders. *American Antiquity* 52(4):785-799. Society for American Archaeology, Washington, D.C.

Blegen, Theodore C.

- 1964 Frederick J. Turner and the Kensington Puzzle. *Minnesota History* Winter Issue, pp. 133-140. Minnesota Historical Society, St. Paul, Minnesota.

- 1968 *The Kensington Rune Stone: New Light on an Old Riddle.* Minnesota Historical Society, St. Paul, Minnesota.

Bloomberg, David ,

- 1984 The Incredible Mysteries of Sun Pictures. *Skeptic: Promoting Science and Critical Thinking* 2(3)34-37. Skeptics Society, Altadena, California.

Sun Pictures are the producers and/or distributors of a number of popular "documentaries" on controversial topics that are relevant to this course. If you are interested in the popular treatment of non-orthodox claims in a variety of academic disciplines this is an excellent starting point.

Brainbridge, William Sims

- 1978 Chariots of the gullible. *The Skeptical Inquirer* 3(2):33-48 (Winter issue). Committee for the Scientific Investigation of Claims of the Paranormal, Amherst, New York.

Brock, Pope

2008 *Charlatan. America's Most Dangerous Huckster, The man Who Pursued Him, and the Age of Flimflam.* Crown Publishers, New York, New York.

This book deals with medical charlatans. While it doesn't deal with fantastic archaeology, it is an excellent examination of pseudo-science. You may find the information in this book relevant for many of the topics relevant for this course. Even if you don't use this book in your research paper you will find it an interesting and entertaining read.

Carpenter, Edmund S.

1961 Frauds in Ontario archaeology *Pennsylvania Archaeologist, Bulletin of the Society for Pennsylvania Archaeology* 31(2):113-118. **PDF**

Chapman, Paul H.

1999 Where in North America did the Vikings Settle? *The Barnes Review . . . To Bring History Into Accord with the Facts* 5(5):51-58 (September-October issue).

Churchward, James

1926 *The Lost Continent of Mu.*

This book, and its numerous sequels (to many to list here) have been reprinted many times and are available in numerous editions. The various editions and sequels are widely available in libraries and used book sellers. Some or all of them may also be available in current editions. Churchward popularized the concept of a sunken continent in the Pacific.

Cole, John R.

1978a Anthropology beyond the fringe: ancient inscriptions, early man, and scientific method. *The Skeptical Inquirer* 2(2):62-71. Committee for the Scientific Investigation of Claims of the Paranormal, Amherst, New York.

1978b Book Review: *Psychic Archaeology: Time Machine to the Past*, by Jeffrey Goodman. *The Skeptical Inquirer* 2(2):105-108. Committee for the Scientific Investigation of Claims of the Paranormal, Amherst, New York.

1979 Inscription mania, hyper-diffusionism and the public: Fallout from a 1977 meeting in Vermont. *Man in the Northeast* 17:27-53. **PDF**

1980 Enigmatic stone structures in western Massachusetts. *Current Anthropology* 21(2):269-270. The University of Chicago Press, Chicago, Illinois. **PDF**

1981 Cult archaeology in America. *The Bulletin of the Archaeological Society of Connecticut* 44:60-66.

Cremona, Michael A., and Richard L. Thompson

1998 *Forbidden Archaeology: The Hidden History of the Human Race*, first edition, revised, second printing. Bhaktivedanta Book Publishing, Inc., Los Angeles, California.

This book is essentially a fundamentalist Hindu response to the claims of archaeology and biology. I know that the identification of "first edition, revised, second printing" is somewhat confusing, but that is how it is described. This book is an encyclopedic collection of geological, paleontological, and archaeological claims that challenge western scientific orthodoxy on the origins, antiquity, and evolution of humanity. It has received considerable attention, both by those who challenge orthodoxy and by those who defend it. Even a cursory reading will quickly reveal that all the claims in this book can not be true as many are mutually exclusive.

Currelly, C. T.

1939 Viking weapons found near Beardmore, Ontario. *The Canadian Historical Review* 20:4-7.

Dietz, Robert S.

1993 Ark-Eology: a frightening example of pseudo-science. *Geotimes* 38(9):4.

Dunn, Christopher P.

1984 Advanced machining in ancient Egypt? *Analog: Science Fiction/Science Fact* 104(8):67-82. **PDF**

Edwards, Owen

2008 The object at hand: crystal cranium. *Smithsonian* 39(4):20. **PDF**

Emerson, J. Norman

- 1974 Intuitive archaeology: A psychic approach. *New Horizons: Journal of the New Horizons Research Foundation* 1(3):14-18. **PDF**
- 1976 Intuitive archaeology: Egypt and Iran. *Association for Research and Enlightenment Journal* 11(2):55-65. **PDF**
- 1977 Extrasensory Ecology: Parapsychology and Anthropology. In *Extrasensory Ecology: Parapsychology and Anthropology*, edited by Joseph K. Long, pp.293-304. The Scarecrow Press, Inc., Neutchen, New Jersey. **PDF**
- 1979 Intuitive Archaeology: a pragmatic study. *Phoenix: New Directions in the Study of Man* 3(2):5-16. **PDF**

Engler, Suzanne Knudson

- 1987 ETs, rafts, and runestones: confronting pseudoarchaeology in the classroom. In *Cult Archaeology and Creationism: Understanding Pseudoscientific Beliefs About the Past*, edited by Francis B. Harrold and Raymond A. Eve, pp. 91-98. The University of Iowa Press, Iowa City, Iowa.

Epstein, Jeremiah F.

- 1980 Pre-Columbian Old World coins in America: an examination of the evidence. *Current Anthropology* 21(1):1-20. **PDF**

Epstein, Stephen M.

- 1987 "Scholars will call it nonsense." The structure of Erich von Daniken's argument. *Expedition Magazine* 29(2):12-18. Pennsylvania Museum of Archaeology and Anthropology, University of Pennsylvania, Philadelphia, Pennsylvania.

Eve, Raymond A., and Francis B. Harrold

- 1987 Pseudoscientific beliefs: the end of the beginning or the beginning of the end? In *Cult Archaeology and Creationism: Understanding Pseudoscientific Beliefs About the Past*, edited by Francis B. Harrold and Raymond A. Eve, pp. 134-151. The University of Iowa Press, Iowa City, Iowa.

Fagan, Garrett G.

- 2003 Far out television. *Archaeology* May/June issue, pp. 46-50. Archaeological Institute of America.

Feder, Kenneth L.

- 1980 Psychic archaeology: the anatomy of irrationalist prehistoric studies. *The Skeptical Inquirer* 4(4):32-43. Committee for the Scientific Investigation of Claims of the Paranormal, Amherst, New York.
- 1981 The archaeology of trade / migration / diffusion: how can you really tell? *The Bulletin of the Archaeological Society of Connecticut* 44:51-59. **PDF**
- 2005 The peculiar phenomenon of pseudoarchaeology. *American Archaeology; A Quarterly Publication of the Archaeological Conservancy* 9(1):39-44. Archaeological Conservancy, Albuquerque, New Mexico.

Finney, Fred

- 2008 A review of the Minnesota, Wisconsin, Iowa, and Illinois archaeological sites listed in William Pidgeon's *Traditions of De-Coo-Dah* that were relocated by T. H. Lewis. *Minnesota Archaeologist* 67:89-105. **PDF**

Hancock, Graham

- 1998 *The Mars Mystery: The Secret Connection Between Earth and the Red Planet*. Crown Publishers, New York, New York.

If you are not already familiar with this individual, you soon will be. You are likely to run across Graham Hancock, either as author, expert, or opponent, in many of the topics appropriate for this course.

Hancock, Graham, and Santha Failsa

- 1998 *Quest for the Lost Civilization*. Three Rivers Press, New York, New York.
- Harris, Rebecca L.
 2001 Archaeology Hollywood-style and beyond. *The SAA Archaeological Record* 1(5):21-23. The Society for American Archaeology, Washington, D.C.
- Harrold, Francis B., and Raymond A. Eve, editors
 1987 *Cult Archaeology and Creationism: Understanding Pseudoscientific Beliefs About the Past*. University of Iowa Press, Iowa City, Iowa.
- Hartman, Nicholas
 1987 Atlantis lost and found. *Expedition Magazine* 29(2):19-26 (Summer). The University of Pennsylvania Museum of Archaeology and Anthropology, Philadelphia, Pennsylvania.
- Holtorf, Cornelius
 2005 Beyond crusades: how (not) to engage with alternative archaeologies. *World Archaeology* 37(4):544-551. **PDF**
- Huntington, Henry P.
 2005 “We dance around in a ring and suppose”: academic engagement with traditional knowledge. *Arctic Anthropology* 42(1):29-32. **PDF**
- Jones, David E.
 1979 *Visions of Time: Experiments in Psychic Archeology*. Quest Books, The Theophical Publishing House, Wheaton, Illinois.
- Joseph, Frank
 1992 *The Lost Pyramids of Rock Lake. Wisconsin's Sunken Civilization*. Galde Press, Inc., St. Paul, Minnesota. (reprinted in 1997).
 1995 *Atlantis in Wisconsin*. Glade Press, Inc., St. Paul, Minnesota.
- Kehoe, Alice Beck
 2005a *The Kensington Runestone: Approaching a Research Question Holistically*. Waveland Press, Long Grove, Illinois.
 Alice Kehoe is a retired professional archaeologist and ethnographer who built her reputation on the quality of her research and publications. Following her retirement from Marquette University she has pursued a number of topics, such as the authenticity of the Kensington Runestone, that I would legitimately identify as fantastic archaeology. This is not a condemnation of this work. While Alice (she is a good friend of mine) has definitely stepped outside the boundaries of the orthodox interpretation, her work is appropriately scholarly and she makes a good case for the authenticity of the Kensington Runestone – I am still doubtful of her arguments, but I do not dismiss them out-of-hand. If you opt for a similar supportive interpretation of your topic you could use this book as a model
 2005b Runestone probably authentic. *American Archaeology, A Quarterly Publication of the Archaeological Conservancy* 9(2):3 (Summer issue). Archaeological Conservancy, Albuquerque, New Mexico.
- Kelsey, Francis W.
 1908 Some archaeological forgeries from Michigan. *American Anthropologist* 10(1):48-59. American Anthropological Association, Washington, D.C.
- Leakey, Louis S. B.
 1979 Calico and Early Man. *Quarterly of the San Bernadino County Museum Association* 29(4):91-95. San Bernadino County Museum, Bloomington, California.
- Little, Bryce
 1987 The misusable past. Facts and fantasies in North American Archaeology. *Expedition Magazine* 29(2):27-37 (Summer issue). University of Pennsylvania Museum of Anthropology and Archaeology, Philadelphia, Pennsylvania.
- Long, Joseph K., editor
 1977 *Extrasensory Ecology: Parapsychology and Anthropology*. The Scarecrow Press, Meutchen.
- Lovata, Troy

- 2007 *Inauthentic Archaeologies: Public Uses and Abuses of the Past*. Left Coast Press, Inc., Walnut Creek, California.
- Mason, Ronald J.
 2006 *Inconstant Companions: Archaeology and North American Indian Oral Traditions*. The University of Alabama Press, Tuscaloosa, Alabama.
- McKusick, Marshall
 1982 Psychic archaeology: theory, method and mythology. *Journal of Field Archaeology* 9(1):99-118 (Spring issue). Boston University, Boston, Massachusetts.
 1984 Psychic archaeology from Atlantis to Oz. *Archaeology* 37(5):48-52. Archaeological Institute of America.
- Mericle, Lon
 1962 The underwater search for pyramids in Rock Lake, Jefferson County, Wisconsin. *The Wisconsin Archeologist* (New Series) 43(3):70-75. The Wisconsin Archeological Society, Milwaukee, Wisconsin.
- Morton, Mary Caperton
 2008 Movies: Indiana Jones should know better. *Earth* 53(9):57 (September issue). **PDF**
 2009 Google Earth discovers Atlantis?. *Earth* 54(5):17 (May issue). **PDF**
- Mostowicz, Arnold, Alfred Gorny, and Boguslaw Polch
 1978 *The Gods from Outer Space: Descent in the Andes*. Dell Publishing Company, New York, New York.
- Pigeon, William
 1958 *Traditions of De-Coo-Dah and Antiquarian Researches; comprising Extensive Explorations, Surveys, and Excavations of the Wonderful and Mysterious Earthen Remains of the Mound Builders in America; The Traditions of the Last Prophet of the Elk Nation Relative to Their Origins and Use; and The Evidences of an Ancient Population more Numerous than Present Aborigines*. Horace Thayer, New York, New York. **PDF**
- Playboy
 1974 Playboy Interview: Erich von Danikën. *Playboy, the Magazine for Men* 21(8):51-64, 151 (August).
 How often can you legitimately cite such a source in a scholarly paper? Seriously, when a fantastic or pseudo-scientific claim becomes popular, it can be critically examined in many sources that would not automatically be considered scholarly. Feel free to cast your net widely in seeking references.
- Poirier, David A.
 1981a Norse evidence in the Northeast: Illusion or history? A review of the archaeological evidence. *The Bulletin of the Archaeological Society of Connecticut* 44:41-50. Archaeological Society of Connecticut.
 1981b Bibliography: Norse, Phoenician, and other Pre-Columbian wanderers in North America. *The Bulletin of the Archaeological Society of Connecticut* 44:67-73. Archaeological Society of Connecticut.
- Rathje, William
 1978 The Ancient Astronaut Myth. *Archaeology* 31(1):4-7. The Archaeological Institute of America.
- Redmond, Jeffrey
 1979 *'Viking' Hoaxes in North America*. Carlton Press, New York, New York.
- Ridpath, Ian
 1978 Investigating the Sirius "Mystery." *The Skeptical Inquirer* 3(1):56-62. Committee for the Scientific Investigation of Claims of the Paranormal, Amherst, New York.
- Rydholm, C. Fred
 1989 *Superior Heartland: A Backwoods History* (in four volumes). Self published, Marquette, Michigan.

This book is devoted to an alternate history for Lake Superior, based around the concept of Precolumbian European mining of copper.

- 2006 *Michigan Copper: The Untold Story*. Self published, Marquette, Michigan.
More of the same.

Sanderson, Ivan

- 1969 This airplane is more than 1000 years old! *Argosy* __(__):__ - __ November).
This is one of the articles that got me interested in the whole field of alternative archaeology and history – long before I was a college student and even longer before I began studying archaeology and anthropology. This article is typical of the way these non-orthodox ideas are presented in the popular media. Unfortunately, my copy of this article has gone missing, so I can not supply the volume, issue, and page numbers.

Schiling, Govert

- 1998 Martian conspiracy theorists loose face. *New Scientist* 2130:10 (April 18, 1998).
This is just a short note reporting that new satellite photographs demonstrate that the “Face on Mars” is not real, but simply the result of light and shadow on a natural marscape. There was widespread reporting on the original claims for an artificial structure on the surface of Mars these counter claims. Unfortunately, there wasn't as wide-spread a reporting of its debunking.

Scott-Elliot, W.

- 1904 *The Lost Lemuria*. The Theosophical Publishing House, Ltd., London, England.
This is one of the seminal works in the sunken continents literature.

Silverman, David

- 1987 The curse of The Curse of the Pharaohs. *Expedition Magazine* 29(2):56-63 (Summer issue).
University of Pennsylvania Museum of Anthropology and Archaeology, Philadelphia, Pennsylvania. **PDF**

Stengel, Marc K.

- 2000 The diffusionists have landed. You've probably heard of those crackpot theories about ancient Phoenicians or Chinese in the New World. Maybe it's time to start paying attention. *The Atlantic Monthly* 285(1):35-48 (January issue).

Story, Ronald

- 1976 *The Space Gods Revealed: A Close Look at the Theories of Erich von Daniken*. Harper & Row, Publishers, New York, New York.

Thiering, Barry, and Edgar Castle

- 1972 *Some Trust in Chariots: Sixteen Views on Erich von Daniken's Chariots of the Gods?* Westbook Pty, Ltd., Perth, Western Australia, Australia.

Van Leusen, Martin

- 1999 Van Leusen, Martin. *Skeptical Inquirer* 23(2):33-41. Committee for Skeptical Inquiry, Amherst, New York

Vogel, Dan

- 1986 *Indian Origins and The Book of Mormon. Religious Solutions from Columbus to Joseph Smith*. Signature Books.

Wauchope, Robert

- 1962 *Lost Tribes and Sunken Continents: Myth and Method in the Study of American Indians*. The University of Chicago Press, Chicago, Illinois.

This is a classic in the academic examination of alternative archaeological explanations. While it is long out-of-print, it is widely available in libraries and used book sellers.

Wellman, Howard

- 1994 Fantastic archaeology: Archaeological fantasy and the nature of the evidence. *The Skeptic: Promoting Science and Critical Thinking* 8(5):6-8. The Skeptic Society, Altadena, California

Whittaker, John

- 1992 The curse of the runestone: Deathless hoaxes. *The Skeptical Inquirer* 17(1):57-63. Committee for Skeptical Inquiry, Amherst, New York

Wilcox, Elizabeth G.

1963 *Mu: Fact or Fiction?* Pageant Press, Inc., New York, New York.

Willyard, Cassandra

2008 *10,000 B.C. should have stayed in the Pleistocene. Geotimes, Newsmagazine of the Earth Sciences* 53(6):44 (June issue).

This is not a complete (although you might call it an exhausting) list of references. I have not included any of the articles in the popular magazines devoted to promoting alternative archaeology – not because I am trying to hide them, but because there are so many of them that I don't have the space (or time) to list them here. Some of these publications are available in the collections of Polk Library, but most are not. Interlibrary Loan can be used to get any of the references not in Polk Library. I have PDF copies of many of these items (identified by "PDF" after the citation. Bring a CD-ROM or a flash drive (i.e., "thumb drive") and I will transfer the file for you.

MAGAZINES AND WEB SITES: Alternative archaeologies is a popular and lucrative subject area. A number of popular magazines and web sites have emerged to feed this appetite. No list could be complete, but the following are typical and worth examining.

Ancient American, The Voice of Alternative Voices

Edited by Frank Joseph (if you are not familiar with this name, you soon will be). Published by Wayne N. May, Colfax, Wisconsin. This magazine has an international readership and is one of the more significant voices in support of challenges to archaeological and historical orthodoxy. You are likely to find much information for your research project in this magazine. Individual articles in this magazine have contributed to just about any topic that you can imagine.

Argosy Magazine

Argosy was an American pulp magazine – perhaps the first American pulp magazine. It began (in December 1882) as a general information periodical entitled *The Golden Argosy* and primarily offered "boys adventure" stories and was published weekly. In 1888 the name was shortened to *The Argosy*, became a monthly magazine, and shifted to pulp fiction. Mergers with several other magazines resulted in a series of title changes and publication schedules (*Argosy and Railroad Man's Magazine*, and finally *Argosy*) before publication ceased in 1978. While it published a wide variety of stories, many dealt with adventure, treasure hunting, cryptozoology, and challenges to orthodox science and history. The title was briefly revived from 1990 to 1994. While gone, its influence and intellectual offsprings are widespread.

Barnes Review . . . To Bring History into Accord with the Facts, The

This magazine, published six times per year, challenges many of the claims of orthodox history and archaeology. While the range of topics covered by the *Barnes Review* is narrower than that covered by the *Ancient American*, it does have higher scholarship and production standards.

Journal of Ancient Earthworks Society

This is the publication of the Ancient Earthworks Society of Madison. While the membership is varied and primarily devoted to the study of mounds and other prehistoric surface features, many hold to nonorthodox explanations and interpretations of these phenomena. The society has also published several research monographs.

Skeptic

The full title is *Skeptic: Promoting Science and Critical Thinking*. The publication challenges a wide range of alternative claims from the full spectrum of scientific and pseudo-scientific inquiry. It is published by The Skeptic Society, Altadena, California. They also publish the free, on-line publication *e-Skeptic*.

Skeptical Inquirer, The

The Skeptical Inquirer is published by the Committee for Skeptical Inquiry, Amherst, New York. Until 2006 the Committee for Skeptical Inquiry was known as the Committed for the Scientific Investigation of Claims of the Paranormal. Like the similar *Skeptic*, this publication also challenges a wide range of alternative claims from the full spectrum of scientific and pseudo-scientific inquiry.

COURSE EXAMINATIONS: Two in-class examinations are scheduled. Each exam will be essay format and will be worth up to 100 points toward your course grade. Each exam will cover the assigned readings and class discussions. They are not cumulative.

RESEARCH PROJECT: A major portion of the course grade is based on an individual research project. This project includes a number of distinct steps, with submissions scheduled throughout the semester.

Written Proposal. Before a student can begin research into a topic, the topic must be approved by the instructor. A written proposal, briefly detailing the topic must be submitted for approval. This proposal will be returned with comments and suggestions. If it is approved, the student can proceed on the project. If the proposal is not proposed, the student should resubmit a revised proposal.

Preliminary List of References. This is a list, submitted with your **Preliminary Outline** (see next section) of all the references that you have consulted by the date of submission. All references must be in *American Antiquity* format (explained in the handout and in the journal, which is in our library holdings). If you are having trouble finding sources, you should see me before you submit your preliminary list of references. This list will be reviewed and suggestions for additional references will be made before it is returned.

Preliminary Outline. While changes are likely as the research and writing proceeds, your **Preliminary Outline** should describe in as much detail as possible the structure of your report. Your approved proposal must accompany this submission. Follow standard outlining procedures and make the outline as complete and detailed as possible. This outline should be accompanied by your **Preliminary List of References** that you have consulted up to that point. This outline and bibliography will be returned with comments and suggestions. If it is not approved, you must revise and resubmit. Do not proceed to the next stage without approval of your outline.

Written Report. Each student will prepare a report on a specific topic related to this course. This topic will be selected in consultation with the instructor. The typical research project will be a detailed examination and evaluation of one example of a non-orthodox interpretation of the archaeological record. This report must conform to the Society for American Archaeology format (used in *American Antiquity*, *Latin American Antiquity*, and most archaeological publications. This format is described on the SAA website and in virtually all issues of *American Antiquity*. I have also summarized these instructions in a separate guide available on e-reserves (Behm 2002).

The written report is worth up to 200 points toward the semester grade – a combination of the draft and final scores. If you do not submit a revised report, your draft score will be doubled. This is a change in scoring procedures that I have used in previous semesters. Too many students have not taken the draft submissions sufficiently serious. If a complete draft is submitted by the due date you will have the opportunity to rewrite and resubmit the paper. An incomplete draft paper will be returned ungraded without comments. If you can complete the draft paper and resubmit I will grade it, but I won't be able to guarantee that I will return it with those papers that were submitted on time. Late submissions of the revised paper will not be graded. In that case I will simply enter your draft paper score as your final paper score. **The original copies of the approved proposal, preliminary list of references, and outline must accompany both the draft and final submissions.**

References. You are free to use any reference that you want for your research. But, you can not limit your references to popular sources or secondary sources. At least half of your references must be scholarly in nature (published in peer-refereed academic journals or in books from established academic publishers). If you are unsure if the reference meets this criteria bring it to me for evaluation.

You can not base your research on a single source. While I will not place an upper limit on the number of references that you cite in your final written report, you must cite at least ten (10) references. If you can not find that many references on your topic, either you need to pick a different topic or expand your search. In either case you should consult me for advice.

Actually, ten references is a pitifully small number of references cited in any scholarly paper. I will not be

surprised if some papers have ten times that number of references. Check any extensive peer-reviewed publication. You are likely to find several pages of references cited even for a journal article. A book may have a references cited section as long as a chapter.

Writing Center. All UW Oshkosh students are eligible for one-on-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help students work through assignments and gain additional writing skills. Trained peer consultants can assist students at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They will assist students with issues like grammar and mechanics not by marking up the paper, but by helping students identify patterns of error and helping them learn how to avoid those errors. The Writing Center now offers e-mail tutoring to online and distance education students. More information can be found on their Web site at <http://www.uwosh.edu/wcenter>. The Writing Center has moved to the academic support suite of the Student Success Center (729 Elmwood Blvd., Ste. 102 • wcenter@uwosh.edu • 920-424-1152).

Annotated Bibliography. An annotated bibliography with a brief description/summary and evaluation of each reference is also required. It is also worth up to 200 points toward the semester grade – a combination of the draft and final scores. If you do not submit a revised bibliography your draft score will be doubled. All reference citations must conform to the Society for American Archaeology format. This bibliography should include all the references that you consulted as part of your research, even if you did not use that reference in your paper. All references must be annotated, even if it is a simple one sentence statement that describes why the reference is not relevant.

If the reference has an abstract you need to include that abstract with the reference citation. The abstract will usually be identified as an abstract – if you are not sure, bring it to me for evaluation. Indent it from the left margin of the citation (such as the comments in the preceding Recommended Readings section) and identify it as the abstract.

I strongly urge you to begin your annotated bibliography as soon as you begin your search for a research topic. Don't wait until the annotated bibliography is due to put this together.

Your score for the your annotated bibliography will depend on:

- (1) the **number of references** – I will not set a minimum number of references. You should be able to quickly and easily determine if you have consulted enough sources. Look at any published, peer-reviewed research article and note the number of references that are cited. You can be assured that the author(s) consulted many sources that they didn't use. Likewise, I expect that your list of references in your annotated bibliography will be longer than your list of references cited in your research paper.
- (2) the **diversity of the references** – Appropriate resources for your research paper can be found in many locations. In addition to peer-reviewed journals (both traditional paper and e-publications), you are strongly encouraged to consult web sites, magazines, popular books (including fictional novels), documentary and popular movies. The only limitation on your list of references is that you must provide a sufficiently complete and detailed citation so that any of your readers can also consult the reference.
- (3) the **length and quality of the annotations** – Several of the references in the preceding **Recommended Readings** section have short annotations. Use these as a guide for your annotations. However, you should not feel that all of your annotations must be similarly short. The length and detail of your annotation is dependent on its relevancy to your research project. A single sentence can suffice for some. For others you may need a long paragraph or two to adequately evaluate and comment on the reference.

The following is an example of a complete entry for an annotated bibliography. It is from the index to my own library (*EndNotes*). I have used different fonts to distinguish the various elements (italics for the abstract and a different font for the annotation). You can either follow my example or set your own pattern – as long as it is

obvious what you are presenting.

Bodoh, Brad

2003 Meskwaki Flintlocks: Cultural Accommodation and Adaptation During the Early Fur Trade in the Western Great Lakes. Unpublished M.A.thesis, Department of Anthropology, Northern Illinois University, DeKalb, Illinois.

Abstract: *This thesis examined the firearms and firearm-related artifacts from the Bell Site in Winnebago County, Wisconsin, held in the Jim Reed Collection. The Bell Site was the location of a large Meskwaki (Fox) village occupied from about 1680 to 1730 and was involved both in the French fur trade and the French/Fox Wars. The analysis of these artifacts was applied to questions of culture contact and acculturation.*

Laboratory analysis was conducted on the Jim Reed collection and the artifacts were identified. When possible, the nation of origin and chronology of the artifacts were determined. All items were examined for evidence fo alteration for use other than for which they were originally intended. The chronology of the collection proved to be contemporary with the Meskwaki Occupation and French-made artifacts dominated the assemblage. No significant evidence of alteration was found.

When considering the results of the laboratory analysis as a whole, the assemblage is made up of individual gun parts and stripped lock plates. Previous researchers have used this as evidence of the existence of gun smithing in the archaeological record. This is further supported by the existence of an indigenously made gun smithing tool. Put in the context of the political economy of the Meskwaki, being at war with their main supplier of firearms during the Bell Site occupation, it is not surprising that they would learn to repair them. The adoption of firearm technology by the Meskwaki fits into a model of cultural accommodation as opposed to a unilineal model of acculturation. The Meskwaki adopted the European technology where it fit into their culture for reasons which were purely Meskwaki. This was done as an accommodation necessary in the changing political economy to preserve their culture and identity.

Brad is convinced that the reason that most of the musket parts from the Bell site are so thoroughly disassembled is that the Meskwaki were doing some (and perhaps a lot of) gun smithing at the Bell site. Because of the hostilities between the Meskwaki and the French, Brad suggests that the French were successfully keeping the Meskwaki from easily acquiring new muskets or getting their old muskets repaired. The Meskwaki would then have turned to their own gun smithing efforts. Brad sees this as evidence of "accommodation" instead of the traditional view of "acculturation" -- looking to the work of Richard White [1991: *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*].

I have purposely selected a reference with a long and detailed abstract. Most abstracts are much shorter, usually only a few sentence and only a single paragraph. I have used a separate font and a blank line to distinguish between the abstract and my comments.

The annotated bibliography is meant to be separate from the references cited section of your research paper. Combining them into the same document will result in the return of the document without grading.

I advise you to start a personal bibliography if you haven't already done so. While dedicated bibliographic data bases are very useful, a simple wordprocessing file or a standard spreadsheet you can organize the information and allow for and searches. As un undergraduate I began a card index. When digital databases became available I transferred the information. Even when the information was on the cumbersome cards I found this information invaluable. I can not imagine trying to manage the items in my personal library (currently 20,723 separately indexed titles) and my reading notes without the EndNote ® database.

Oral Presentations: The last seven class periods of the semester have been reserved for student presentations

of their research projects. I recommend that you use PowerPoint for your presentation. I will assist you in arranging for any special equipment or supplies for your presentation. The oral presentation is worth up to 100 points toward the semester grade. Each student will have a maximum of fifteen minutes to present their paper. You must be prepared to start on schedule. Under no circumstance will you be able to go over your time limit. Failure to complete your presentation during your allotted time will result in an automatic deduction of ten (10) points from your score.

Schedule: There is a strict schedule for all submissions and returns. All submissions are due at the start of the class period. Coming to class late in order to complete the paper will result in an official absence and the submission counted as late.

Event	Week	Day	Date
Proposal due at start of class:	2	3	Mon, Sept 20
Proposal returned, with comments, at start of class:	3	1	Wed, Sept 22
Preliminary Outline due at start of class (assuming Proposal approved):	4	3	Mon, Oct 4
Preliminary Outline returned, with comments, at start of class:	5	1	Wed, Oct 6
Preliminary List of References due (assuming Proposal approved):	4	3	Mon, Oct 4
Preliminary List of References returned, with comments:	5	1	Wed, Oct 6
Draft Report (it must be complete to be graded) due at start of class:	11	1	Wed, Nov 17
Graded Draft Report returned at start of class:	12	1	Wed, Nov 29
Preliminary Annotated Bibliography due at the start of class:	11	1	Wed, Nov 17
Graded Preliminary Annotated Bibliography returned at start of class:	12	1	Mon, Nov 29
Rewritten Final Report due at start of class:	14	1	Mon, Dec 13
Graded Final Report returned at start of class:	14	3	Fri, Dec 17
Rewritten Final Annotated Bibliography due at the start of class:	14	1	Mon, Dec 13
Graded Final Annotated Bibliography returned at start of class:	14	3	Fri, Dec 17

You are encouraged to submit all materials ahead of this schedule. Early submissions are likely to get early returns and grading. Each submission should include all previous materials. Failure to do so will result in the return of that submission without grading. Any material not collected at the end of the semester will be discarded.

Plagiarism: There is no more serious academic offense than plagiarism. Plagiarism is academic theft, where the writer passes off as his or her own the ideas or words of another. If you are guilty of plagiarism you will receive a score of zero for that project and will not have the opportunity of re-submission.

Having established the severity of plagiarism and the consequences of the act I want to assure you that I am not very concerned about it in this course. Because of the nature of the research projects for this course, there is little chance of anyone purchasing a paper from any of the numerous term paper mills. However, that does not absolutely prevent the possibility of plagiarism. Unless the idea is your own you must acknowledge the source. Unless the data that you employ in your research is original you must also identify the source of that data.

Because so many students have mistaken ideas of what constitutes plagiarism, I want to make the following rules explicit:

Citations: All sources that you use in preparing the text of your paper, any illustrations, or tables of data, must be properly cited. Even if you have paraphrased the idea, you must attribute it to the original author. Specific instructions on citing sources is provided in the instructions for preparing a research paper (Behm 2002) available on e-reserves.

Quotations: I have no objection to quoting the words of another. However, If you do quote, you must copy the passage exactly as written and you must cite the source, including the specific page(s) where it can be found. Depending on the length of the quote, you should either use quotation marks (short quotations) or set

the passage of by double indenting (for long quotations). Specific instruction on the use and format of quotations is provided in the separate instructions on preparing a research paper (Behm 2002) available on e-reserves.

I will allow one area of relaxed acceptance of the work of others. You are free to include figures and tables from other published sources. However, you must fully cite the source of the figure or table. You must also provide your own figure or table caption. Normally, the use of a figure or table produced by someone else requires the written permission to use that figure or table. Because your research paper is not intended for any widespread dissemination, I will make this exception to anti-plagiarism rules.

You should keep all of your notes, computer print-outs, photocopies, etc. that results from your research project until the end of the semester. If I have any questions about the source(s) of your information or the originality of your work, or suspicion I will ask to see all of your notes and supporting documents for your research. Failure to do so will be seen as evidence of plagiarism.

Grading Criteria:

You have the potential of earning up to 825 points for the semester:

Two In Class Exams (100 points each):	200 points
Research Paper:	200 points
Annotated Bibliography:	200 points
Oral Presentation:	100 points
Class Participation (during class discussions all semester):	100 points
Class Participation (during oral presentations):	25 points
Total Possible Points:	825 points

This is a writing-intensive course, with your written submissions contributing more to your course grade than the in-class examinations. Oral communication (a combination of your research presentation and class participation) also can contribute more to your semester grade than the two exams.

Letter grades for the course will be awarded on the following scale:

Grade	Percent Ranges	Point Ranges
A	93 to 100% of possible points	767 to 825 points
A-	90 to 92% of possible points	742 to 766 points
B+	87 to 89% of possible points	718 to 741 points
B	83 to 86% of possible points	685 to 717 points
B-	80 to 82% of possible points	660 to 684 points
C+	77 to 79% of possible points	635 to 659 points
C	73 to 76% of possible points	602 to 634 points
C-	70 to 72% of possible points	578 to 601 points
D+	67 to 69% of possible points	553 to 577 points
D	63 to 66% of possible points	520 to 552 points
D-	60 to 62% of possible points	495 to 519 points
F	0 to 59% of possible points	0 to 494 points

I reserve the right to adjust one or more grade thresholds if it appears appropriate. While I may lower a threshold (*i.e.*, raise your grade) I will not raise a threshold (*i.e.*, lower your grade) under any circumstance. The maximum adjustment that I would contemplate is to base the letter grades on percent of highest score instead of possible points. Any such adjustments will either be announced in class or distributed via e-mail.

Incompletes:

A temporary grade of Incomplete for this course will only be recorded if:

- (1) you have at least half of the graded assignments – to potentially total at least 50% of the possible points available (412 points);
- (2) you have a valid reason for not completing the course – a failing or poor grade will not be accepted as a valid reason. Documentation may be required.

If you receive a temporary grade of Incomplete you will have until the end of the following semester to complete the course and clear the record. All assignments must be submitted by the end of the fourteenth week of that semester. If you do not complete the course by that date the temporary grade of incomplete will automatically become a grade of F. Extensions on an incomplete must be requested well before the end of the semester and will only be granted for good cause.

THE "BUCKLEY AMENDMENT": The *Family Educational Rights and Privacy Act*, commonly known as the "Buckley Amendment", assures that your academic record remains confidential. This Act structures the way in which I can report your grades and discuss your performance. I am not allowed to provide any information on your performance to anyone outside the University. Therefore, I will not discuss exams or grades over the telephone with you or any member of your family. You must meet with me in person to discuss these matters. I will need your written permission to discuss your course performance with parents, other members of your family, or friends.

CHANGES: I will make every effort to conform to this course description and lecture schedule presented in this syllabus. However, I reserve the right to make any necessary changes or adjustments. You will be informed of any changes or adjustments (such as canceled class meetings, rescheduled lectures, changed exam dates, modifications of the grading criteria, etc.) in class. You are responsible for any changes to the course schedule that are announced in class.

Suggested Topics for Research Paper

The following is a list of possible topics for research papers appropriate for this course. You are not limited to these topics. If you have a suggestion for another topic, feel free to discuss it with me. If none of these topics interests you see me for additional suggestions.

General Category	Specific Topic
Ancient Astronauts	<ul style="list-style-type: none"> • Pick an archaeological site where claims of extra-terrestrial technology have been used to support the argument for ancient astronauts. Describe and evaluate these claims. • Describe and discuss
Antiquity of Humanity	<ul style="list-style-type: none"> • Examine the claims of archaeological and paleontological evidence for the presence of humans (either modern or pre-modern forms) much earlier than generally accepted.
Curses	<ul style="list-style-type: none"> • Any and/or all of the curses associated with disturbing ancient burials, temples, or other sites – there are two many subcategories to list separately.
Extraterrestrial “Archaeology”	<ul style="list-style-type: none"> • Describe and discuss the claims for bridges on the Moon. • Describe and discuss the claims for canals on Mars. • Describe and discuss the claims for the Face on Mars.
Fictional Accounts (“Popular Culture”)	<ul style="list-style-type: none"> • How has archaeology and archaeologists been portrayed in popular entertainment? What patterns can you identify? • How have claims of fantastic archaeology been portrayed in popular culture? Pick one topic (ancient astronauts, sunken continents, lost races, lost civilizations, Pre-Columbian exploration and/or colonization of the New World, “Face on Mars”, etc.) and examine the phenomenon.
Initial Colonization of North America	<ul style="list-style-type: none"> • The date, location, and manner of human colonization of the Western Hemisphere has long attracted researchers and has been subject to acrimonious debate. Examine and summarize this debate. • Several New World locations have been proposed as evidence of extreme antiquity of humanity, measured in hundreds of thousands of years (or more). Select one of these locations (e.g., Calico Hills, California; Valsequio Basin, Mexico; etc.) and evaluate the evidence. • Investigate and evaluate the claims of Afrocentrism.
Lost Civilizations	<ul style="list-style-type: none"> • How long have complex societies existed on Earth? Is there evidence of such societies well before the accepted dates of <i>ca.</i> 5500 years ago? • Evaluate the claims of greater than accepted age for a specific large structures (e.g., Great Pyramids of Egypt, Sphinx, etc.). Some of these claims would make the structure several times older than current dating.
Lost Continents	<ul style="list-style-type: none"> • Examine and evaluate the evidence for Atlantis. What is the source of the idea? Because of the large number, often contradictory versions of the Atlantis story, you may want to focus on a single version.

	<ul style="list-style-type: none"> • Examine and evaluate the evidence for Lemuria. • Examine and evaluate the claims of James Churchward for the lost continent of Mu.
Lost Races	<ul style="list-style-type: none"> • What is the history of the Mound Builder Hypothesis (or Myth)? • How has the 19th century Mound Builder Myth been transformed for the 21st century?
Ooparts (<u>Out-of-Place Artifacts</u>)	<ul style="list-style-type: none"> • Describe and discuss the Baghdad Battery. What are the implications of this artifact? • There have been numerous reports of human-made artifacts from geological contexts that suggest great antiquity, well before this technology is thought to have emerged.
Politics and Archaeology	<ul style="list-style-type: none"> • How did the Nazis employ archaeology and German mythology in seeking their political goals? Why? Evaluate their motives and success(es). • How has archaeology been employed by ethnic groups and/or nation states to make claims on territory? What is your response to these actions?
Pre-Columbian Exploration/Colonization	<ul style="list-style-type: none"> • Examine the case for Norse (<i>i.e.</i>, “Viking”) exploration and/or colonization of North America. • Examine the case for Phoenician exploration and/or colonization of the Western Hemisphere. • Examine the case for prehistoric Asian and/or Oceania contact with the Western Hemisphere. • Burrows Cave (in southern Illinois) – I won’t even try to describe this phenomenon. Instead, I invite you to do a web search.
Pseudo-Science	<ul style="list-style-type: none"> • Compare and contrast the phenomenon of Fantastic Archaeology with similar non-orthodox ideas in another area (<i>e.g.</i>, Cold Fusion in Physics, Cryptozoology, Flood Geology, Young Earth Geology, etc.) • A variety of innovative archaeological survey and site evaluation techniques have been proposed (or used) based on a variety of extra-sensory techniques – dowsing (or dousing), remote viewing, etc. Select one technique and evaluate the claims. •
Religion and Archaeology	<ul style="list-style-type: none"> • Many claims have been made for archaeological evidence for various events of the Bible (<i>e.g.</i>, Noah’s Ark, the Ark of the Covenant, etc.). Select one example and evaluate these claims. • Compare and contrast the fundamentalist response of various religions to the claims of modern archaeology, biology, and/or history. Are the responses of Hinduism, Judaism, Christianity, Islam, etc., similar? • Mormonism has made numerous specific claims about the history and archaeology of the Western Hemisphere. Select one example (a single site, a time period, etc.) and evaluate it.
Traditional Knowledge & Archaeology	<ul style="list-style-type: none"> • Examine the intersection of traditional knowledge (also known as oral tradition and/or oral history) and modern archaeology and biology.

Course Schedule

Week	Day	Date	Topic	Reading Assignments
1	Wed	Sept 8	Introduction <hr/> What is Fantastic Archaeology? Science <hr/> Scientific Method Limits of Scientific Inquiry	Feder 2008: Ch 1
1	Fri	Sept 10	Pseudoscience (Cult Science) <hr/> Trappings of Science Examples of Pseudoscience: Cold Fusion Homeopathic Medicine Dietary Supplements Epistemology How do we know what we know? What can we know? What can't we know? Peer-Reviewed Science Self-Correcting Nature of Science	Feder 2008: Ch 2
1	Mon	Sept 13	Pseudo-Archaeology (Fantastic Archaeology) <hr/> What is it? Why Examine it? Expectations for this course Critical Evaluation	Fagan 1987 Williams 1991: Intro
2	Wed	Sept 15	Research Topics <hr/> Discussion and evaluation of possible topics Expectations of research products Written Report Annotated Bibliography Oral Report Appropriate approach to your topic – Pro or Con? <hr/> Come prepared to discuss possible topics. You don't have to finalize your topic today, but you do need to have investigated potential topics enough to be able to discuss their potential for this course.	Behm 2002
2	Fri	Sept 17	Archaeological Hoaxes <hr/> Examples: Cardiff Giant Piltdown What is (was) the attraction of these hoaxes? What can we learn by examining these hoaxes? Archaeological hoaxes in popular culture.	Feder 2008: Chs 3 & 4

Schedule continued on the next page

Week	Day	Date	Topic	Reading Assignments
2	Mon	Sept 20	<u>Discovery of the New World</u> Ethnocentric Perspective Concern for when Europeans first got here. Why? Precolumbian Europeans Precolumbian Chinese Precolumbian Africans Afrocentrism	Feder 2008: Ch 5
<hr/> Written Proposal for Research Project due at the start of the class. <hr/>				
3	Wed	Sept 22	<u>The Moundbuilder Myth – Part 1</u> Origin of the Moundbuilder Myth Attraction of the Moundbuilder Myth Politics of the Moundbuilder Myth	Feder 2008: Ch 6 Williams 1991: Ch 2
<hr/> Written Proposal for Research Project returned, with comments, at the start of class. If the proposal is approved you can proceed with the research. If it hasn't been approved, you need to talk to me and submit a new proposal. A revised proposal should be submitted as soon as possible. <hr/>				
3	Fri	Sept 24	<u>The Moundbuilder Myth – Part 2</u> Forms of the Moundbuilder Myth Lost Tribes of Israel Hindus Sunken Continents (Atlantis, Lemuria, Mu, etc.)	
3	Mon	Sept 27	<u>The Moundbuilder Myth – Part 3</u> Formal Investigation Bureau of Ethnology Mound Exploration Program Scientific Rejection of the Moundbuilder Myth Resistance/Continued Support for Moundbuilder Myth	
4	Wed	Sept 29	<u>The Moundbuilder Myth – Part 4</u>	
<hr/> Video: <i>Myths and Moundbuilders</i> (PBS Home Video, 1981; 58 minutes) Note: This video summarizes much of the information presented in the readings and classroom discussion. <hr/>				
4	Fri	Oct 1	<u>The Moundbuilder Myth – Part 5</u>	
<hr/> Video: <i>Before the Lake Was Champlain: An Untold Story of Ice Age America</i> (Ted Timreck, 2008) Note: This is an attempt to reconsider the archaeology of Eastern North America and challenge the orthodox interpretations. <hr/>				

Schedule continued on the next page

Week	Day	Date	Topic	Reading Assignments
4	Mon	Oct 4	The Moundbuilder Myth – Part The current status of the Moundbuilder Myth	
Preliminary Outline for Research Paper and Preliminary List of References due at the start of class.				
5	Wed	Oct 6	Archaeological Hoaxes –Continued More Examples: Grave Creek Mound and Stone Davenport Conspiracy Popular treatment of hoaxes	Williams 1991: Ch 4
Preliminary Outline for Research Paper and Preliminary List of References returned, with comments, at start of class.				
5	Fri	Oct 8	Lost Continents – Part 1 Atlantis Plato Helena Blavatsky Ignatius Donnelly Nazis Where is Atlantis? Mediterranean Atlantic Ocean Bermuda Triangle Peru Wisconsin	Feder 2008: Ch 7 Williams 1991: Ch 7
5	Mon	Oct 11	Lost Continents – Part 2 Lemuria Mu James Churchward Niven Tablets Continued Popularity	
6	Wed	Oct 13	Exam Number 1 – Essay exam that covers the reading assignments, lectures, and class discussions since the start of the semester.	
6	Fri	Oct 15	Ancient Astronauts – Part 1 Erich von Daniken	Feder 2008: Ch 8
6	Mon	Oct 18	Graded Exam Number 1 returned and reviewed in class. If the grading is completed earlier, the exams will be returned at an earlier class period.	

Schedule continued on the next page

Week	Day	Date	Topic	Reading Assignments
7	Wed	Oct 20	Ancient Astronauts – Part 2 The Case for Ancient Astronauts, Part 1	video: <i>Chariots of the Gods?</i> (1972, Terra Filmkunst, Berlin, 100 minutes) Note: This program is similar to one broadcast on NBC in 1977 and hosted by Rod Serling (of <i>Twilight Zone</i> fame). Because it is 100 minutes in length, we will watch part of the program today and the rest of it next class period. .
7	Fri	Oct 22	Ancient Astronauts – Part 3 The Case for Ancient Astronauts, Part 2	video: <i>Chariots of the Gods?</i> (1972) – continued We will watch the remaining portion of the video.
7	Mon	Oct 25	Ancient Astronauts – Part 4 Refuting the Case	video: <i>The Case of the Ancient Astronauts</i> (1979, PBS: NOVA, 57 minutes) Note: This public television program was prepared in response to the documentary "Chariots of the Gods" hosted by Rod Serling. The PBS program does not try to deal with all of the arguments in favor of extra-terrestrial visitations presented in <i>Chariots of the Gods?</i> . This copy is a DVD copy of a VHS copy of the original (and badly scratched 16mm film version.
8	Wed	Oct 27	Ancient Astronauts – Part 5 The Rebutal	video: <i>Chariots of the Gods? – the Mystery Continues</i> (1996, 43 minutes). Note: This was one of the first of the new wave of programs supporting the Ancient Astronaut hypothesis. Since then there has been a virtual avalanche of such programs – far to many to view, or even summarize individually. While they vary in detail, they make essentially the same argument presented here.
8	Fri	Oct 29	Ancient Astronauts – Part 6 The current status of the hypothesis New Data? New Interpretations?	
8	Mon	Nov 1	Extraterrestrial Archaeology Bridges on the Moon Martian Canals “Face on Mars” The “evidence” The facts	Feder 2008: pp. 242-247

Schedule continued on the next page

Week	Day	Date	Topic	Reading Assignments
9	Wed	Nov 3	<u>Psychic Archaeology – Part 1</u> Paranormal Phenomena Extrasensory Perception (ESP) Practioners/Proponents: Edgar Cayce J. Norman Emerson Stephan Schwartz Jeffrey Goodman Applications: Site Discovery (alterantive to traditional site survey) Site Investigation (alternative to excavation)	Feder 2008: Ch 10 Williams 1991: Ch 12
9	Fri	Nov 5	<u>Psychic Archaeology – Part 2</u> Evaluation of Claims of Psychic Archaeology Map Dowsers Remote Viewing	
9	Mon	Nov 8	<u>Egypt</u> Areas of contention Origins of Egyptian Civilization Antiquity of Egyptian Civilization Pyramidiots Pyramid Construction Connections to pyramids in other countries Curse of the Mummies	Feder 2008: Ch 9
10	Wed	Nov 10	<u>Religion and Archaeology</u> Biblical Archaeology Points of Contention Noah’s Ark Shroud of Turin Creationism Mormonism New Age Religion(s) <u>Politics (Nationalism) and Archaeology</u> Land claims	Feder 2008: Ch 11
<hr/> 235 th Birthday of the United States Marine Corps. Also, don’t forget that Thursday, November 11 th is Veterans Day. <hr/>				
10	Fri	Nov 12	<u>Wisconsin Case Study: Rock Lake – Part 1</u> Rock Lake, Jefferson County, Wisconsin Archaeological Background Underwater Pyramids	Brown 1926 Mericle 1962

Schedule continued on the next page

Week	Day	Date	Topic	Reading Assignments
10	Mon	Nov 15	Wisconsin Case Study: Rock Lake – Part 2 The “evidence:	
			video: <i>The Lost “Pyramids” of Rock Lake, Wisconsin</i> (Frank Joseph, 2002; 1 hour, 26 minutes) Note: This DVD, assembled in 2002 contains 6 distinct program: <ol style="list-style-type: none"> (1) <i>Presentation by Frank Joseph, to the Waterloo Historical Society, 1993</i> (25 minutes). (2) <i>Underwater Video of Rock Lake</i>, shot by Doug (“Goose” Gossage on June , 1989 and narrated by Frank Joseph (25 minutes). (3) <i>Comments by Frank Joseph, 1993?</i> (1 minute) (4) <i>Lecture by Lloyd Hornbostel, 1993</i> (6 minutes) (5) <i>Lecture by Lloyd Hornbostel, 1999</i> (16 minutes) (6) <i>Presentation by James Scherz to a Special Meeting of the Rock Lake Improvement Association and the Lake Mills Historical Society, June 2002</i> (13 minutes). <p>We will watch part of the first three programs today and the remainder in the next class period. This DVD is copied from a VHS version on file with the Lake Mills Chamber of Commerce, Lake Mills, Wisconsin. The poor quality of the video programs are in the VHS original.</p>	
11	Wed	Nov 17	Wisconsin Case Study: Rock Lake – Part 3 More of the “Evidence”	
			video: <i>The Lost “Pyramids” of Rock Lake, Wisconsin</i> (Frank Joseph, 2002) Note: We will watch the final three programs on the DVD.	
			Draft Research Paper and Draft Annotated Bibliography due at the start of class. Both must be complete with all required elements. Incomplete submissions will be returned without grading. Late submissions are likely to delay the grading and return.	
11	Fri	Nov 19	Real Archaeological Mysteries What does archaeology know? What doesn’t archaeology know? The excitement and romance of legitimate research	Feder 2008: Ch 12
11	Mon	Nov 22	Response(s) to Fantastic Archaeology Retrospective What is Fantastic Archaeology? Are there degrees of Fantastic Archaeology? How should we respond to Fantastic Archaeology	Holtorf 2005
—	Wed	Nov 24	Thanksgiving Vacation	
—	Fri	Nov 26	Thanksgiving Vacation	

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Week	Day	Date	Topic	Reading Assignments
12	Mon	Nov 29	Exam Number 2 – Essay exam covering reading assignments, lectures, and class discussion since the first exam.	
			Graded Draft Research Paper and Draft Annotated Bibliography returned at the start of class. If the grading is completed sooner, they will be returned in an earlier class period.	
12	Wed	Dec 1	Graded Exam Number 2 returned and reviewed in class.	
12	Fri	Dec 3	Student Presentations – Group 1	
			Three students, 15 minutes per presentation followed by up to 5 minutes of questions	
			Times	Student
			10:20 - 10:40:	
			10:40 - 11:00:	
			11:00 - 11:20:	
13	Mon	Dec 6	Student Presentations – Group 2	
			Times	Student
			10:20 - 10:40:	
			10:40 - 11:00:	
			11:00 - 11:20:	
			Graded Exam Number 2 returned in class. If they are graded earlier, they will be returned earlier.	
13	Wed	Dec 8	Student Presentations Group 3	
			Times	Student
			10:20 - 10:40:	
			10:40 - 11:00:	
			11:00 - 11:20:	
13	Fri	Dec 10	Student Presentations – Group 4	
			Times	Student
			10:20 - 10:40:	
			10:40 - 11:00:	
			11:00 - 11:20:	

Schedule continued on the next page

Week	Day	Date	Topic	Reading Assignments
14	Mon	Dec 13	Student Presentations – Group 5	
			Times	Student
			10:20 - 10:40:	Title/Topic
			10:40 - 11:00:	
			11:00 - 11:20:	
<p>Rewritten Final Research Papers and rewritten Final Annotated Bibliography due at the start of class. These submissions can be substantially different than the draft versions submitted earlier this semester. Late submissions will not be graded.</p>				
14	Wed	Dec 15	Student Presentations – Group 6	
			Times	Student
			10:20 - 10:40:	Title/Topic
			10:40 - 11:00:	
			11:00 - 11:20:	
14	Fri	Dec 17	Student Presentations – Group 7	
			Times	Student
			10:20 - 10:40:	Title/Topic
			10:40 - 11:00:	
			11:00 - 11:20:	
<p>All papers will be returned at the end of the class period. Any papers not retrieved will be discarded.</p>				
—	Wed	Dec 22	Deadline for reporting course grades. As soon as the grades are posted they will be on TitanWeb.	
<p>HAPPY HOLIDAYS AND A HAPPY NEW YEAR!</p>				