



**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**  
**COURSE OUTLINE: SUMMER 2022**  
**ARKY 329: FRINGE ARCHAEOLOGY**

*The city called Calgary is known as Moh'kinsstis in the Siksiká language, and has long been a place of residence, meeting, and exchange among Indigenous peoples, including the Siksikaitsitapi (Siksiká, Kainai, Piikani First Nations), Îyâxe Nakoda (Chiniki, Bearspaw, and Wesley First Nations), Tsuut'ina First Nation, and Métis Nation. In this class we honor, recognize, and respect these peoples as the traditional stewards of the lands and waters of Moh'kinsstis.*

For pronunciation: <https://www.ucalgary.ca/indigenous/cultural-teachings/cultural-protocol>

**Instructor: Samantha Walker**  
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**Office Hours:** By appointment

**Term: Summer 2022**  
**Day: Mondays and Wednesdays**  
**Time: 12:00-2:45pm (Zoom Link on D2L)**

**TA: Siobhán Clarke**  
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**Office Hours: Tuesdays 10:00-11:00am**

**Zoom Meeting ID: 953 0591 6829**  
**Passcode: 034831**  
<https://ucalgary.zoom.us/j/95305916829?pwd=djIwUURpRW41NTNCCeHp5eHpdmZFZz09>

**Email policy:** Please include ARKY 329 in the subject of your email so that I am sure to see it. You can expect a response to your email within 24 hours during weekdays. If more than 24 hours have passed without a reply (not including weekends), please check the email address and re-send.

**COURSE DESCRIPTION:**

This survey course explores popular, fantastic, and alternate interpretations of archaeological data that misrepresent the past and mislead the public. But the line between fact and fiction is not as clear as one might think: our understandings of the past are always changing, and alternative perspectives and ways of doing things can also challenge academic research in productive ways. Archaeologists do not provide “final answers” to the questions they pose, and we should always expect a variety of explanations to any question to be popular at any given time: even ideas proposed today might later be challenged and new ideas proposed. In this course, we will take the position that while there may be no “right” answer in archaeology, there are indeed better and worse ones – ones with more or less supporting evidence. Over the semester you will acquire the tools to discern between valid archaeological controversies and no-so-valid conspiracies through the critical exploration of archaeological hoaxes, fantastic stories, myths, propaganda, popular depictions in media, and academic literature. Throughout these exercises, you will come to understand how archaeological knowledge is produced and challenged, and the responsibilities that archaeologists hold (*or should hold*) towards the public as storytellers of the past.

**REQUIRED READINGS:** There is no required textbook for this course; instead students are assigned a series of required weekly readings and multimedia materials (e.g. journal articles, book chapters, podcasts) made available online through the course website on D2L. The readings are organized into a series of modules classified by topic.

**REQUIRED TECHNOLOGY:** A working computer with a broadband internet connection that can access D2L, zoom, and the library website, as well as a working webcam and microphone.

## LEARNING OUTCOMES:

- 1) Acquire a foundational understanding of archaeology and its wider importance to society.
- 2) Identify and differentiate archaeological from pseudoarchaeological research.
- 3) Learn why and how pseudoscientific claims emerge and understand their influence on contemporary society.
- 4) Become familiar with the techniques and methods archaeologists employ to evaluate these claims.
- 5) Comprehend current debates and form critical opinions about archaeological controversies.
- 6) Identify the various stakeholders and their respective roles in constructing narratives of the human past.
- 7) Recognize biases within academia and the politics of archaeological research.
- 8) Explore the ethics and responsibilities of archaeological research.

## HYBRID ONLINE LEARNING:

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

## EVALUATION SCHEME:

Participation	(10%)
Reading Quizzes (10% each)	(20%) <b>July 11<sup>th</sup> and July 25<sup>th</sup>*</b>
Popular Archaeology Critique	
<i>Prospectus</i>	(5%) <b>July 18<sup>th</sup>*</b>
<i>Final Paper</i>	(30%) <b>August 10<sup>th</sup>*</b>
Final Exam	(35%) <b>TBD</b>

*\*All assessments are due by 11:59pm (MT) on the assigned day.*

**Participation:** Participation will be evaluated through weekly postings on the discussion board and in-class activities that will be completed through breakout rooms on zoom and submitted on D2L.

*Discussion Board Posts:* Each week a question will be posted on the discussion board thread on D2L, to which students are required to write a short, thoughtful response and (when asked) to reply to another student's response, in order to receive their full participation mark for that week. Discussion board threads serve to evaluate student participation and engagement with course materials. Your posts should focus on original thoughts/critical opinions about relevant course material. The discussion board will provide an asynchronous way for us to connect and share thoughts (and an easy way to improve your final mark!). The rules of netiquette outlined below must always be adhered to, for all forums and threads, on the discussion board.

*In Class Exercises:* A small number of in-class group activities will be carried out over Zoom using the breakout room feature. These are active learning exercises that will facilitate material engagement, foster critical thinking skills, and encourage class attendance.

**Reading Quizzes (Open Book):** Quizzes serve to test students' comprehension of assigned readings and multimedia materials, and to encourage students to keep up with course content. Quizzes will be offered through D2L a week before the due date. Quizzes will be comprised of 15 randomized multiple choice and true/false questions, which you will have 20 minutes to complete. *If you encounter technical difficulties or other issues that affect your ability to complete a quiz, please email me to arrange a make-up quiz, which will be completed on D2L and which will follow the same formatting as the original quiz, unless extenuating circumstances make this impossible and an alternate format has been agreed upon. It is your responsibility to contact the instructor to make these arrangements as soon as possible.*

**The Popular Archaeology Critique:** This assignment encourages students to apply methods and concepts covered in class to the real world, and to develop high-order critical thinking skills. Students will pick a popular archaeology source of their choosing: it can be any popular source of archaeological information that is non-academic. This means that the chosen source is not peer-reviewed and not intended for an academic audience. The source should present pseudoarchaeological information or enforce a particular understanding of archaeology that varies from the academy. This includes, but is not limited to, movies, tv shows, magazine articles, news articles, popular non-fiction books, historic fiction novels, podcasts, websites, and video games. Both the prospectus and final paper will be submitted on D2L.

**Prospectus:** Your prospectus is a description of what you plan to write your final paper about and should be between 100-250 words in length. Briefly explain what the source is and how it relates to a particular theme (or themes) from the class. Include a bibliography with a minimum of three academic sources (AAA citation style) that you will reference in your final paper, two of which *must* be from the course readings list. The prospectus serves to verify that the selected source and plan of action meet the requirements of the assignment and helps students to begin thinking about the final paper early in the semester. *I highly recommend you contact me prior to the prospectus due date if you are unsure about your topic and/or need help selecting a topic.*

**Final Paper:** Students will answer a set of critical questions, using an essay format, about their popular archaeology source, citing course materials (lectures, activities, films, textbook, and additional readings) and (if needed) academic literature from outside the course to substantiate their arguments. Your assignment should be between 500 and 1000 words in length (2-4 double-spaced pages). Final papers should also be cited using the AAA style guide.

**Final Exam (Open Book):** The final exam is cumulative and will be comprised of 40 multiple choice and true/false questions (20%) and five short answer questions (15%). The multiple-choice section will evaluate students' knowledge of lectures (including guest lectures), readings, and multimedia materials. The short answer questions will focus on broad course themes and important take-aways.

#### **LATE POLICY:**

Writing assignments will be accepted for up to a week after the deadline (7 days), but 10% will be deducted for each day the assignment is late; a new day begins after the initial due date and time.

**Missed exams automatically receive a score of zero.** In the event of an emergency or illness, the

instructor must be notified BEFORE the exam if at all possible. Deferral of the scheduled final exam requires Registrar approval.

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be a medical certificate/documentation, references, police reports, a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Students can make a Statutory Declaration as their supporting documentation (available at [www.ucalgary.ca/registrar](http://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [www.ucalgary.ca/registrar](http://www.ucalgary.ca/registrar). Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

If a situation arises for which appropriate documentation cannot be provided you must discuss the **possibility** of an extension with the instructor **at least 48 hours before the deadline has passed**. If an academic obligation conflicts with a deadline, some sort of documentation must be provided (e.g. an email from a UCalgary instructor). Please set your schedule according to the assignment dates provided on the syllabus to prevent scheduling conflicts.

#### **GRADING:**

If you have questions regarding a grade you have received, please make an appointment with me ([samantha.walker1@ucalgary.ca](mailto:samantha.walker1@ucalgary.ca)). ***To contest a grade, you must first email me with a detailed explanation outlining the key elements/subjects of the assignment that you believe needs to be re-evaluated (this statement should be a minimum of 150 words in length).*** I review performance for the semester when assigning grades and reserve the right to raise a final grade when on-time completion of assignments and an upward trend make it clear that extra effort has been invested.

#### **Department of Anthropology and Archaeology Grading Scheme:**

A+	94.9–100	A	89.9–94.8%	A-	84.9–89.8 %
B+	79.9–84.8 %	B	74.9–79.8 %	B-	70.9–74.8 %
C+	66.9–70.8 %	C	62.9–66.8 %	C-	58.9–62.8 %
D+	54.9 %– 58.8%	D	49.9–54.8 %	F	49.8 and below

**\*\*Please note that no extra credit or ‘make up’ work is available in this class outside of the exemptions related to synchronous participation activities\*\***

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

## **POLICY FOR STUDENTS WITH DISABILITIES:**

If you are unable to fully access the space or content of this course due to a mental or physical disability, illness, or injury please contact me as soon as possible so that we may discuss arrangements.

Accommodations for students suffering from any condition negatively affecting your right to equal education can be found at the following website: <https://ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than those listed above (e.g. parental duties) should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

## **SUPPORT AND RESOURCES:**

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

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

## **ACADEMIC MISCONDUCT**

The University of Calgary values academic integrity, and academic misconduct will not be tolerated.

"Academic Misconduct" includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at

<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

**Netiquette:** In addition to the above, there is an additional code of conduct students should be aware of when interacting with others in an online environment. The following are some general netiquette guidelines to keep in mind in addition to the normal rules of behavior for a classroom setting.

1. Adhere to the same standards of behavior online that you follow in real life and in a real classroom.
2. Know where you are in cyberspace and understand that many people will view what you type.
3. Express yourself clearly online and respect the views of others.
4. Don't start "flame wars" (emotionally-charged opinions) and work to douse flaming whenever you see it.
5. Respect other people's privacy by not sharing or spreading inappropriate information. If someone posts information that you think may have been posted accidentally, let them know about it privately.
6. ESL students should not be penalized in any way for participating in an online learning

environment. Don't correct insignificant problems (e.g. grammar on the discussion board) in front of the entire class.

8. Use proper and respectful language and refrain from any off-colour jokes, insults, or threats. Address people using their preferred pronouns or salutations.

9. Challenge ideas rather than the students who offer the ideas. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge.

## ARKY 329 CLASS SCHEDULE AND READINGS

*All readings/reading links are posted on D2L.*

Week	Dates	Class Topics/Themes
1	June 27 <sup>th</sup>	<p>Introduction: What is “Fringe Archaeology” + Course Objectives and Syllabus Overview</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Fagan and Durrani (2021) Chapter Two: Introducing Archaeology and Prehistory, <i>in</i> Archaeology a Brief Introduction.</li> <li>- Card and Anderson (2016) Alternatives and Pseudosciences: A History of Archaeological Engagement with Extraordinary Claims</li> <li>- Kurnick (2021) Aliens built the pyramids" and other absurdities of pseudo-archaeology <a href="https://www.youtube.com/watch?v=W59CV66z9IQ">https://www.youtube.com/watch?v=W59CV66z9IQ</a></li> </ul>
	June 29 <sup>th</sup> <b>Discussion Board Posting #1</b>	<p>Pseudoscience and Pseudohistory</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Cole (1980) Cult Archaeology and Unscientific Method and Theory</li> <li>- Sagan (1997) Ch. 12 The Fine Art of Baloney Detection, <i>in</i> The Demon Haunted World.</li> <li>- Sukharev (2019) A quick how-to user-guide to debunking pseudoscientific claims</li> </ul>
<b>June 30<sup>th</sup>: Last Day to Drop Class Without Penalty</b>		
2	July 4 <sup>th</sup>	<p>“Good” and “Bad” Archaeology: How We Know What We Know and the Ethics of Research Practices. <i>Guest Lecture: Kyle Forsythe (Curator of Archaeology, Royal Alberta Museum)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Trigger (1998) Archaeology and Epistemology: Dialoguing across the Darwinian Chasm</li> <li>- Lynnot (1997) Ethical Principles and Archaeological Practice: Development of an Ethics Policy.</li> <li>- McIntosh (2000) ‘The Good Collector’: Fabulous beast or endangered species?</li> </ul>

		<p>-Fagan (2007) Archaeological Fantasies  <a href="https://pointofinquiry.org/2007/08/garrett_g_fagan_archaeological_fantasies/">https://pointofinquiry.org/2007/08/garrett_g_fagan_archaeological_fantasies/</a></p>
	<p>July 6<sup>th</sup>  <b>Discussion Board Posting #2</b></p>	<p>Archaeological Hoaxes: The Value of Studying Inauthentic Things</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>-Lovata (2012) Ch1 in Inauthentic Archaeologies: Public Uses and Abuses of the Past.</li> <li>-Lovata (2012) Ch2 in Inauthentic Archaeologies: Public Uses and Abuses of the Past.</li> <li>-BBC Piltdown Man (film) <a href="https://www.youtube.com/watch?v=OwsVMQ6cwbU">https://www.youtube.com/watch?v=OwsVMQ6cwbU</a></li> <li>-The Cardiff Giant (film) <a href="https://www.youtube.com/watch?v=hO189oBtn5U">https://www.youtube.com/watch?v=hO189oBtn5U</a></li> </ul>
<b>3</b>	<p>July 11<sup>th</sup> <b>Reading Quiz 1</b></p>	<p>Archaeology and Propaganda  <i>Guest Lecture: Callan Ross-Sheppard (PhD Candidate, McGill University)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>-Arnold (2006) Pseudoarchaeology and nationalism: Essentializing Difference</li> <li>-Pak (1999) Contested ethnicities and ancient homelands in northeast Chinese archaeology: the case of Koguryo and Puyo archaeology.</li> </ul>
	<p>July 13<sup>th</sup>  <b>Discussion Board Posting #3</b></p>	<p>Alternative Archaeologies: Indigenous Sciences are not Pseudoscience  <i>Guest Lecture: Dr. Elden Yellowhorn (Professor, Simon Fraser University)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>-Yellowhorn (2002) The Awakening of Internalist Archaeology in the Aboriginal World-</li> <li>Yellowhorn (2010) Reviewed Work: Canada's Stonehenge: Astounding Archaeological Discoveries in Canada, England, and Wales by Gordon R. Freeman  <i>(Compare with <a href="https://en.wikipedia.org/wiki/Canada%27s_Stonehenge">https://en.wikipedia.org/wiki/Canada%27s_Stonehenge</a>)</i></li> <li>- Atalay (2020) Indigenous Science for a World in Crisis</li> </ul>
<b>4</b>	<p>July 18<sup>th</sup>  <b>Prospectus (5%)</b></p>	<p>The Politics of Lost Races and the Myth of Discovery</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>- Regal (2022) The Mound Builders. <i>In The Battle over America's Origin Story</i></li> <li>-CBC, The Solutrean Hypothesis:  <a href="https://www.archaeologypodcastnetwork.com/pseudo/tag/solutrean">https://www.archaeologypodcastnetwork.com/pseudo/tag/solutrean</a></li> <li>-Myths and the Mound Builders (film)  <a href="https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991019123309704336">https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991019123309704336</a></li> </ul>
	<p>July 20<sup>th</sup>  <b>Discussion Board Posting #4</b></p>	<p>Popular Narratives of “Human Nature” in Science and Film  <i>Guest Lecture: Dr. Mike Bisson (Professor Emeritus, McGill University)</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>-Parker (2016) The Proliferation of Pseudoarchaeology through “Reality” Television Programming</li> <li>-Piccini (2016) Why the Truth is So Important for TV Archaeology</li> </ul>



5	<p>July 25<sup>th</sup> <b>Reading Quiz 2</b></p>	<p>Archaeology and the Tourist Gaze <i>Guest Lecture: Kendall Hills (PhD Candidate, University of Illinois Chicago)</i></p> <p>Readings:  - Augerot (2016) Angkor, Lost City or Inhabited Site? Understanding the Building Process of Tourist Imaginaries  - Winter (2006) Ruining the dream? The challenge of tourism at Angkor, Cambodia  - Meskell (2005) Terrorism, tourism and heritage in the archaeological past.</p>
	<p>July 27<sup>th</sup> <b>Discussion Board Posting #5</b></p>	<p>Alternative Archaeologies: Punk Archaeology <i>Guest Lecture: Dr. Bill Caraher (Associate Professor, University of North Dakota)</i></p> <p>Readings:  -Caraher (2014) Ch. 14: Towards a Definition of Punk Archaeology  -Caraher (2018) Slow Archaeology, Punk Archaeology, and the Archaeology of Care  -Atari Game Over (film) <a href="https://www.youtube.com/watch?v=03oC6-zPZHQ">https://www.youtube.com/watch?v=03oC6-zPZHQ</a></p>
6	<p>August 1<sup>st</sup></p>	<p><i>Holiday – No Class</i></p>
	<p>August 3<sup>rd</sup> <b>Discussion Board Posting #6</b></p>	<p>Fake News! Archaeology and Digital Media</p> <p>Readings:  -Huvila (2013) Engagement has its consequences: emergence of the representations of archaeology in social media  -Muckle (2017) Equipping archaeology for the post-truth, fake news era  Coughenour (2017) How your pictures can help reclaim lost history  <a href="https://www.ted.com/talks/chance_coughenour_how_your_pictures_can_help_reclaim_lost_history">https://www.ted.com/talks/chance_coughenour_how_your_pictures_can_help_reclaim_lost_history</a>  Parcak (2016) Help discover ancient ruins –before it’s too late  <a href="https://www.ted.com/talks/sarah_parcak_help_discover_ancient_ruins_before_it_s_too_late">https://www.ted.com/talks/sarah_parcak_help_discover_ancient_ruins_before_it_s_too_late</a>  Standage (2013) Lessons from Ancient Social Media  <a href="https://www.youtube.com/watch?v=ixsridS3qVs">https://www.youtube.com/watch?v=ixsridS3qVs</a></p>
7	<p>August 8<sup>th</sup></p>	<p>Alternative Archaeologies: Feminist and Queer Archaeologies</p> <p>Cobb Rachel J. Crellin. (2022) Affirmation and Action: A Posthumanist Feminist Agenda for Archaeology  Blackmore (2016) Towards an Inclusive Queer Archaeology</p>
	<p>August 10<sup>th</sup> <b>Popular Archaeology Critique Due</b>  <b>Discussion Board Posting #7</b></p>	<p>Making Archaeology Accessible: Public, Community, and Collaborative Archaeologies</p> <p>Readings:  -Atalay (2012) Ch 1: Community-based archaeology  -Feder (2016) Answering Pseudoarchaeology  -Richardson and Almansa-Sánchez (2015) Do you even know what public archaeology is? Trends, theory, practice, ethics</p>
<p><b>Exam Period: August 12<sup>th</sup> -15<sup>th</sup></b></p>		