

Anthropology 1413
Great Discoveries in Archaeology
Fall 2015

TTh 10:30-11:45, Gould 155

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or by appointment

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Required Text: *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology, Eight Edition* by Kenneth Feder. The seventh edition is also acceptable. The text is also available electronically from the publisher through www.coursemart.com. Other required readings will be available through the learn.ou.edu site.

This course is designed as an introduction to archaeology for non-majors. Traditionally this course is taught as a World Prehistory course, but this semester the course will take a slightly different form. The course will examine some of the more fantastic theories about the human past and how these are discussed in popular media. So we will discuss Giants, whether aliens helped build the pyramids, Atlantis, and whether Vikings, Phoenicians, Chinese, or the Lost Tribes of Israel made it to the New World before Columbus as well as many other extraordinary claims. We will then discuss what we do and do not know for certain about these issues. The goal for this course is to provide students with the critical thinking skills necessary to be consumers of information about archaeology for the rest of your lives.

How to Do Well in This Course

By the end of this course I want all students to be able to critically discuss archaeological claims of any form and to be able to incorporate real data into their critical discussion of certain claims, such as those pertaining to the origins of agriculture, complex societies, or human evolution. Furthermore, students should be able to discuss and evaluate archaeological claims related to certain fantastic claims, such as the Vikings in the New World, Ancient Astronauts, the Moundbuilder Myth, and others.

Here are some tips for how you can work to meet these expectations:

- Do all of the readings on schedule. If you have questions or problems with a reading, ask me.
- Do the Reading Quizzes. They are easy if you do the readings and should be an easy grade.
- Ask questions. It helps you by clarifying points you may not understand clearly. It helps me because it helps show what the class understands. It helps the class by steering the discussion towards topics you may be collectively interested in.

- If you miss a lecture or film, get notes from someone else. All of the material may possibly show up on an exam and you are responsible for all of it.
- There may be questions on the exam that deal with films shown in class. You are responsible for the material. For the films, there are no university-owned copies I know of that can be checked out by students.
- Proofread written assignments before handing them in. One of the expectations of this class is that you will learn to communicate effectively and you will be graded on your written assignments accordingly. If you need help with your writing there are several resources including the OU Writing Center (<http://www.ou.edu/writingcenter/>) and others (<http://www.ou.edu/graduatesooner/>).

Finally, although it should go without saying, here are the top two tips for succeeding in this class:

- **Attend the lectures.** The number one predictor for a student's grade is attendance because the majority of the material covered on the exams will be covered in lecture.
- Take good notes. The next best predictor of student performance in this class is effort and note-taking. I will use PowerPoint slides this semester, but it is NOT sufficient to simply write down the terms off of the slides without including other contextual information. It is also NOT sufficient to simply read the slides after the fact. Many of the slides are simply images that I use to illustrate lecture information and will be unhelpful by itself. If you are unsure of your note-taking skills I have two suggestions: (1) exchange notes with fellow students on occasion to see what they consider note-worthy and (2) consider attending one of the 1-2 hour academic skills classes offered by OU on topics like note-taking, exam-taking, time management and others which are offered throughout the semester (see http://www.ou.edu/content/univcoll/action_tutoring.html).

Grading

Your grade is composed of:

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| • 3 Exams | 40% |
| ○ The final exam is worth 15%, the other two are worth 12.5% each | |
| • Reading Quizzes, 2 lowest dropped | 29% |
| • Article Critique Journal | 30% |
| ○ This will be handed in 3 times during the semester | |
| • Academic Misconduct Exercise | 1% |

Exams: All of the exams are cumulative, but will emphasize new material. The exams are open book, open notes. Exams may only be missed with prior approval from the instructor.

Reading Quizzes: Reading quizzes can be taken online (learn.ou.edu) under Quizzes and accompany every assigned reading. The quizzes will typically be a single multiple choice question that can be answered easily if you have done the reading. The quizzes MUST be taken before the class the reading is assigned, otherwise they will receive a zero. Two quiz grades will be dropped and because of this I will not accept any excuses for not completing the assignment. Quizzes can be completed far in advance. This should be any easy grade for all students.

Article Critique Journal: Detailed instructions for will be provided during the second week of class. You will be asked to write one page critiques of popular press accounts about archaeology. The assignment is divided into three parts, and each time you will turn in two critiques.

Academic Misconduct Exercise: Can be taken online anytime before it is due. You may take the quiz as many times as you like and the highest grade is the one that counts.

There will be no extra credit offered in the course. It is my policy that any curves will be applied to individual assignments, not to the final grade. This way all students should know their grade as the semester progresses.

I reserve the right to change the reading assignments as the semester unfolds, this may include adding required readings.

Responsibilities

All students are expected to arrive to class on-time and treat me and their fellow students with the appropriate respect. Minimally this means not disrupting the class. It also means treating the opinions of your fellow students in a respectful manner.

Students are expected to monitor their OU email account. Reminders, notices, changes in assignments, etc. may be sent via email and students are responsible for those. You can always forward your OU account to another if you like.

There may be ideas in this course that may make you feel uncomfortable or with which you may not agree. I do not require that you change your mind, but I do expect you to learn the material for the exam.

Finally, no plagiarism or cheating will be tolerated in this course. Any instances will be pursued according to the OU rules of Academic Misconduct and the student will receive severe penalties, including a zero on the assignment in question, as well as further sanctions from the Provost such as censure, suspension, or expulsion. Cheating includes the use of notes or other materials during exams and discussion of exam questions with other students during the exam period. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct (see <http://integrity.ou.edu>).

Institutional Responsibilities

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Students with disabilities must be registered with the Office of Disability Services prior to receiving accommodations in this course. The Office of Disability Services is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173. Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

The University of Oklahoma, in compliance with all applicable federal and state laws and regulations does not discriminate on the basis of race, color, national origin, sexual orientation, genetic information, sex, age, religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to: admissions, employment, financial aid, and educational services. For questions regarding discrimination, sexual assault, sexual misconduct, or sexual harassment, please contact the Office(s) of Institutional Equity as may be applicable: Norman campus at (405) 325-3546, the Health Sciences Center at (405) 271-2110, or the OU-Tulsa Title IX Office at (918) 660-3107. Please see www.ou.edu/eoo. The University of Oklahoma is an equal opportunity institution.

Final Exam

The final exam date is set by the University, and is beyond my power to change. Please do not ask me if you can take the final exam ahead early so you can leave town.

“An examination may be rescheduled for an individual student only in emergencies such as the illness of the student, a serious illness or death in the immediate family or an unavoidable academic conflict of compelling importance. For such a conflict to be considered as grounds for rescheduling a final examination, the activity must be directly related to the student’s academic work in the University.”

Course Schedule

Date	Topic	Assignment
Tue, Aug 25	Introduction	
Thu, Aug 27	How does archaeology work?	Feder Ch. 1
Tue, Sep 01	The mysteries of the past, the romance of archaeology, and how to do a critique	Feder Ch. 2
Thu, Sep 03	Giants!	Feder Ch. 3
Tue, Sep 08	Biology, the Universe, and Primates	Academic Misconduct Quiz Due
Thu, Sep 10	Pittdown Man and Which came first: big brain or bipedalism?	Feder Ch. 4
Tue, Sep 15	Modern Humans and the mysteries of the cavemen	Feder p. 325-329 (7 th edition: Feder p. 334-339)
Thu, Sep 17	Sunken Continents	Feder Ch. 8
Tue, Sep 22	The Real Agricultural Mystery	D2L Reading
Thu, Sep 24	The Origins of Agriculture to Colonialism	Critique Journal Due
Tue, Sep 29	Exam	
Thu, Oct 01	Ancient Astronauts	Feder Ch. 9
Tue, Oct 06	Stonehenge	Feder p. 340-352 (7th ed: Feder p. 347-361)
Thu, Oct 08	What do we really know about the origins of civilization? Near East	
Tue, Oct 13	What do we really know about the origins of civilization? Egypt	Feder Ch. 10
Thu, Oct 15	What do we really know about the origins of civilization? Egypt II	
Tue, Oct 20	What do we really know about the origins of civilization? Oaxaca	
Thu, Oct 22	What do we really know about the origins of civilization? Andes	
Tue, Oct 27	Exam	
Thu, Oct 29	Where did Native Americans come from?	Feder Ch. 5
Tue, Nov 03	Student Choice Lecture	Critique Journal Due
Thu, Nov 05	Guest Lecture	
Tue, Nov 10	The Moundbuilder Myth	Feder Ch. 7
Thu, Nov 12	The story of Native Americans in the Southeast and Plains	
Tue, Nov 17	What do we know about Ancient Oklahoma?	D2L Reading

Thu, Nov 19	Guest Lecture	
Tue, Nov 24	Group Critique	
Thu, Nov 26	Thanksgiving	
Tue, Dec 01	Ancient Transatlantic Voyages?	Feder Ch. 6
Thu, Dec 03	Vikings in the New World? Vikings in Oklahoma?	
Tue, Dec 08	Who owns the past?	Critique Journal Due
Thu, Dec 10	Pseudoarchaeology and Pseudoscience	D2L Reading
Wed, Dec 16	Final Exam, 8 am	