



FLORIDA
ATLANTIC
UNIVERSITY

COURSE CHANGE REQUEST Undergraduate Programs

Department Anthropology
College Arts & Letters

UUPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number **ANT 2140** **Current Course Title**
Lost Tribes & Sunken Continents: Frauds, Myths & Mysteries in Archaeology

Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:
Frauds, Myths and Mysteries:
Science and Pseudoscience in
Archaeology

Change description to:
This course is a critical examination of why people make off-the-wall claims about the human past and how professional archaeologists go about addressing them. We will assess the flaws in such claims by applying scientific reasoning.

Change course number
From: 2140 To: 3200

Change prerequisites/minimum grades to:

Change credits*
From: To:

Change corequisites to:

Change grading
From: To:

Change WAC/Gordon Rule status**
Add Remove

Change registration controls to:

Change General Education Requirements***
Add Remove

*Review Provost Memorandum
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Spring 2019

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Arlene Fradkin afradkin@fau.edu 297-3231

Approved by
Department Chair _____
College Curriculum Chair _____
College Dean _____
UUPC Chair _____
Undergraduate Studies Dean _____
UFS President _____
Provost _____

Date
20/4/18

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

ANT 3200
Section
FRAUDS, MYTHS, AND MYSTERIES:
SCIENCE AND PSEUDOSCIENCE IN ARCHAEOLOGY
(3 credits)

Instructor: Dr. Arlene Fradkin
Prerequisites: None
Class Placement: Sophomore, Junior, Senior
Semester to be Offered: Spring
Meeting Time: Tuesday/Thursday schedule

Office: SO 178
Department: Anthropology
E-mail: afradkin@fau.edu
Phone: 297-3231 **Fax:** 297-0084

COURSE DESCRIPTION

Did prehistoric aliens from outer space establish ancient civilization? When did the advanced island civilization of Atlantis disappear? Were Aztec and Maya pyramids related to those of dynastic Egypt? Were the Moundbuilders of North America descendants of the Lost Tribes of Israel?

This course is a critical examination of why people ask such questions and how professional archaeologists go about answering them. As will be clearly demonstrated in the series of lectures, such questions are based on misinformation, distorted facts, and misrepresentation of archaeological data and the study of the past. We will examine interesting archaeological frauds, myths, and mysteries and assess the flaws in the purported evidence for each claim by applying scientific reasoning.

COURSE OBJECTIVES

- improve skills in analytical writing and critical thinking
- learn how to apply the scientific method and scientific reasoning
- apply scientific thinking to assertions made about the human past that contradict views accepted by professional archaeologists and that are not supported by substantial evidence
- assess unsubstantiated or extreme claims made about the human past that appear in published literature or on the internet
- assess the validity of extraordinary claims made about the human past that appear in popular media

REQUIRED TEXTS

- Kenneth L. Feder
2017 *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*.
9th edition. New York: McGraw-Hill.
- Vine Deloria, Jr.
1995 *Red Earth, White Lies: Native Americans and the Myth of Scientific Fact*.
New York: Scribners
- Robert Silverberg
1989 *The Moundbuilders*. Athens: Ohio University Press.
- Erich von Däniken
1970 *Chariots of the Gods?* New York: Putnam.
- John E. Walsh
1996 *Unraveling Piltdown: The Science Fraud of the Century and Its Solution*.
New York: Random House.

CLASSROOM BEHAVIOR

Disruptive and discourteous behavior (such as talking, reading a newspaper, listening to an iPod, coming in late or leaving class early, talking or text messaging on a cellular phone, etc.) will NOT be tolerated. Any student who does not adhere to this policy or exhibits other disruptive behavior during class time will be told to leave the classroom. Subsequent misbehavior will be punished by a reduction in the student's grade. This will be STRICTLY ENFORCED.

COURSE REQUIREMENTS

There will be three (3) examinations in this course. These exams will be objective tests (multiple choice, true/false, and matching). Because these exams will be based upon the class lectures and film presentations, as well as required readings, REGULAR ATTENDANCE IN CLASS IS STRONGLY ADVISED.

In addition, each student is required to give a ten (10) minute oral presentation in class on an extraordinary claim made about the human past that appeared in the popular media (newspapers, magazines, web sites, movies, television shows, etc.). Materials must be submitted to and approved by the instructor prior to presentation.

GRADING

Grading is as follows:

•	Exam 1	60 points	=	30 %
•	Exam 2	60	=	30 %
•	Exam 3	60	=	30 %
•	Class Presentation	20	=	10 %
		—		—
	TOTAL POINTS	200 points	=	100 %

A	180-200
A-	178-179
B+	176-177
B	160-175
B-	158-159
C+	156-157
C	140-155
C-	138-139
D+	136-137
D	120-135
F	0-119

Please note that **THERE WILL BE NO MAKE-UP EXAMS**. Failure to take an exam must be accompanied by a doctor's note; otherwise the student will receive an F for the missed exam. Students who are excused from an exam because of illness will have their grades based on the average of the other two exams and class presentation.

ATTENDANCE POLICY STATEMENT

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

DISABILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a University student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

STATEMENT OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

COURSE OUTLINE AND READING ASSIGNMENTS

WEEKLY CLASS SCHEDULE (based on 2 meetings per week for 15 weeks)

Week	Lecture Topics	Readings
1A/B	How Do We Know What We Know?: The Science of Archaeology <i>The use of the scientific method in archaeology.</i>	Feder, Chap. 1, 2
2A	The Science of Archaeology (continued)	
2B	The Goliath of New York: The Cardiff Giant Hoax <i>The 19th century discovery of a prehistoric giant in upstate New York.</i>	Feder, Chap. 3
3A/B	The Evolutionary "Missing Link": The Piltdown Man Hoax <i>The most famous fraud in the history of archaeology.</i>	Feder, Chap. 4 Walsh, <i>Unraveling Piltdown</i>
4A/B	Prehistoric E.T.: The Case of Ancient Astronauts <i>The claim that extraterrestrial aliens visited Earth in prehistory and were responsible for the development of humanity and civilization.</i>	Feder, Chap. 8 von Däniken, <i>Chariots of the Gods?</i>
5A	The Case of Ancient Astronauts (continued)	<i>Chariots</i> (continued)
5B	EXAMINATION 1	
6A/B	The Lost Continent of Atlantis <i>First mentioned in the writings of Plato, the story of this advanced civilization is still popular today.</i>	Feder, Chap. 7
7A/B	Who Discovered America?: Origin of the American Indians <i>Theories on where the American Indians came from.</i>	Feder, Chap. 5 Deloria, <i>Red Earth, White Lies</i>

**WEEKLY CLASS SCHEDULE
(continued)**

Week	Lecture Topics	Readings
8A/B	After the Indians, Before Columbus: Pre-Columbian Explorers in the Americas? <i>Claims of discovery and settlement of the Americas after the Indians but before Columbus.</i>	Feder, Chap. 5
9A/B	The Myth of the Moundbuilders: A Vanished Race? <i>Who built the massive earthworks in North America?</i>	Feder, Chap. 6 Silverberg, <i>Moundbuilders</i>
10A	The Myth of the Moundbuilders (cont)	<i>Moundbuilders</i> (continued)
10B	EXAMINATION 2	
11A/B	Pyramids, Mummies, and Hieroglyphic Writing: Egypt in America <i>Theories relating the ancient civilizations of Mexico, Central America, and Peru to dynastic Egypt.</i>	Feder, Chap. 9
12A/B	Old Time Religion, New Age Philosophy: Archaeology, the Bible, and Spiritual Cults <i>Is there archaeological evidence for Biblical events?</i>	Feder, Chap. 11
13A	Real Mysteries in Archaeology: ● Cave Paintings of Europe: Art, Magic, or Realism?	Feder, Chap. 12
13B	Real Mysteries in Archaeology: ● Stonehenge: Crop Circle or Ancient Astronomy?	Feder, Chap. 12
14A/B	Real Mysteries in Archaeology: ● The Collapse of the Maya: <i>Explaining its Collapse</i>	Feder, Chap. 12
15A/B	Real Mysteries in Archaeology: ● The Ice Man: Preserved for 5,000 Years	
16	EXAMINATION 3 (FINAL)	

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