

ANTH 298B-YS41: Controversies in Archaeology

Course Syllabus – Summer Session 2010

Monday-Friday, 9:00 AM – 12:00 PM

July 12–July 30

Dr. Matthew Palus, Course Instructor

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Office Hours

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COURSE DESCRIPTION

Controversies that are relevant to archaeology fill the internet and the airwaves. Some of these are pseudoscientific claims, while others have more to do with current, often politicized debates occurring within the discipline. We will establish the boundaries of archaeological science by examining sensational claims, pseudoscience, myths, frauds, and hoaxes, and learning how to identify unscientific claims that are presented as facts. While the course will address some ridiculous or frightening issues, we will also discuss ongoing controversies in archaeology that contemporary scholars are working to resolve.

During the first section of the course, students will learn to distinguish science from pseudoscience, and gain an understanding of how the scientific method translates to archaeological research. Students will be guided through a series of readings, exercises, and films, so that they acquire the tools to critically consider claims made about the past in many media.

Subsequently we will explore some ethical and scientific controversies in contemporary archaeology that are more challenging, and require not only skepticism, but also an understanding for how archaeologists confront the conflicts that develop within the discipline and the consequences for the wider public.

- **ELMS/Blackboard:** ELMS/Blackboard will be available for this course. Use it to access the course syllabus, reserved readings, and other documents. Login at www.elms.umd.edu, and select our course from the list at the right of the page. Check ELMS frequently for announcements and updates.

• **Special Needs:** If you have any special study or test-taking needs (e.g., dyslexia, impaired vision or hearing, special seating requirements, etc.) please notify the instructor immediately so that I can work with you to ensure that your participation in this course is a comfortable and rewarding one.

For more information visit <http://www.counseling.umd.edu/DSS/>.

ASSIGNMENTS

Please read through the criteria for your course work carefully, as you will be evaluated according to what follows. Written work submitted for credit must be referenced. Students should use author-date citations rather than footnotes, similar to many of the readings on our syllabus. All assignments should be typed (no hand written work will be accepted), double spaced, 11 or 12-point font, one-inch margins, pages numbered, etc. Please use the spell and grammar checking functions of your word processor before submitting written work.

Do not hesitate to recall books that are currently on loan from the university libraries. If you need an article from a journal that is not available on our campus, submit a request to Interlibrary Loans and they will find a copy of the book or article for you (submit requests electronically here: <http://www.lib.umd.edu/ILL/Welcome.html>).

1. Discussion and Participation

Participation during class will be assessed by the instructor on an ongoing basis. I will take attendance at each class meeting, but participation is not a measure of your attendance. To earn a good participation score, speak up during every class meeting, respond thoughtfully to questions asked by the instructor or your classmates, and help to sustain lively discussion.

The key to participation is preparation. Preparation for discussion – doing the assigned readings and thinking about them – is one of your primary responsibilities in this class. Complete the assigned readings (skim if necessary to get through all of them), note any questions that you have, and ask and answer questions as they come up during lecture.

Participation is worth 25% of the course grade.

2. Field Trip – The National Museum of the American Indian

We will visit the National Museum of the American Indian (NMAI) as a group, on Friday, July 23. We will meet outside Tawes Theater next to Lot 1 at UMCP, at 9:00 AM, and then ride the university shuttle to the College Park metro station. The closest stop to the NMAI is L'Enfant Plaza on the Green Line.

The NMAI opens at 10:00 AM. If possible we will watch the NMAI's orientation film as a group. Students will then be free to explore the museum for around two hours. At 12:30

PM we will eat a bag lunch outside of the NMAI, and then depart from the museum and return to College Park via the Metro. All students **must** return to UMCP at that time.

3. Controversy of the Week

Controversies that are relevant to archaeology fill the internet and the airwaves, as well as other media. Some of these are pseudoscientific claims, while others have more to do with current, often politicized debates occurring within the discipline.

During the first two weeks of this term, each student will identify a different controversy appearing in the media or the scientific literature that is relevant to this class. It could be an issue appearing in the assigned readings, or something that turns up during independent research.

Each student will write a short paper on their controversy, 2-4 double-spaced pages in length (500-1000 words), exclusive of the bibliography. Papers should consist of a description of the controversy, and your brief, informed response to it. You must reference at least three sources for this assignment. Cite your sources carefully, and include the URL for any internet pages that you reference.

These short papers will be collected in class on Friday, July 16 and Thursday, July 22. On those days we will briefly discuss each controversy in class.

Each short paper will be worth 10% of the course grade.

4. Term Research Paper

Students will select one controversial issue similar to those described above, and write a concise research paper that describes the different sides to the issue, pertinent theories and explanations, and a critical evaluation of the controversy that draws on archaeological science and ethical principles.

Term papers should be 8-10 double-spaced pages in length (2000-2500 words), exclusive of the bibliography. Reference a minimum of 5 sources for this assignment, and work to balance peer-reviewed and non-peer-reviewed sources, as the quality of your research will also be assessed. **Research that depends entirely on material published to the internet will not earn you an "A"**. The term paper is an excellent opportunity to show that you have done the assigned reading, by referencing those sources as appropriate.

Term research papers will be due at our last class meeting, on Friday, July 30. Students will also present their term research during our final meeting. Students are encouraged to make presentations using Microsoft Powerpoint, video, or other media, but a thoughtful, well-prepared oral presentation is often just as good.

Term research papers will be worth 25% of the course grade. Term research presentations will be worth 5% of the course grade.

5. Final Examination

A final examination will be distributed at the end of our class meeting on Thursday, July 29. Students will complete the examination independently, outside of class, and return completed exams on the following morning. The examination will be open book.

Students may use any of the course materials to complete the exam, including your notes, assigned readings, films viewed in class, and so forth.

Completed examinations will be collected during our last class meeting, on Friday, July 30. The final exam will be worth 25% of the course grade.

• **On academic honesty:** Please review the University's policy on academic integrity, found in the student handbook. I am especially concerned with plagiarism. Sometimes students unintentionally plagiarize because they do not know what actually constitutes plagiarism. It is worthwhile to educate yourself. To avoid the appearance of plagiarism in written work, it is important to reference the sources of your information in order to clearly differentiate others' ideas or arguments and the ideas or arguments that are uniquely yours. **One reference per paragraph is suggested as a minimum for all written work.** You cannot reference too many sources. It is best to give a page number with each reference, unless you are referencing the overall idea presented in a publication.

• **On internet resources:** You can cite material from the internet in your research, in fact you may need to in researching some topics, but web sources are always inferior to peer-reviewed sources (i.e. books and journal articles that are refereed by outside experts) for the purposes of scholarly research. Internet sites should not be your primary sources, and they are not exempt from the rules of plagiarism. Use internet sources only if they contain information that you cannot find anywhere else. Overuse of internet sources will be penalized.

Cite web pages by giving the title of the page, the address, and the date you visited the site. Use the "last updated" date for the date of publication, or say n.d. (no date). Cutting and pasting text from a web site and changing some of the words around is *absolutely* plagiarism, even if you include a citation for the web site. This and other forms of internet plagiarism will not be tolerated.

GRADING CRITERIA

The syllabus includes deadlines for all assignments and other due dates. It is your responsibility to know when assignments are due and when to prepare for presentations. There will be no extra-credit assignments. During this course you will be evaluated according to the following schedule:

Assignment	Due Date	Credit
Discussion and Participation	Daily	25%
First "Controversy of the Week"	July 16	10%
Second "Controversy of the Week"	July 22	10%
Term Research Paper	July 30	25%
Term Research Presentation	July 30	5%
Final Examination	July 30	25%

Your participation score will be affected by your preparation to discuss the readings and other people's projects. You are not guaranteed *any* credit for participation, unless you both attend class regularly and join in discussion. Speaking up in class and joining in discussion can make the difference of one or two whole letter grades; you cannot earn an "A" without a solid record of lively participation.

If you are running late with any assignments, you are responsible to contact me as soon as possible in class, during office hours, or via email. If you cannot complete an assignment on time, please contact me. You cannot completely miss any assignment and expect to do well. Work turned in late will be penalized significantly unless you talk to me beforehand (catching me on my way into class does not constitute talking to me beforehand). **All work must be completed by 4:30 PM on Friday, July 30.**

SCHEDULE FOR THE COURSE

Date	Topic
WEEK 1: Recognizing Science and Pseudoscience	
Mon., 7/12	Course introduction: Review syllabus and discuss major themes and concepts of the course.
Tues., 7/13	<p>The scientific method and other frames for inquiry in archaeology.</p> <p>READ:</p> <p>Carl Sagan's "Baloney Detection Kit" (Google search these terms, or visit http://www.xenu.net/archive/baloney_detection.html).</p> <p>Kehoe, Chapters 1-2</p> <p>Fagan, "Diagnosing Pseudoarchaeology"</p> <p>Holtorf, "Beyond Crusades: How (Not) to Engage with Alternative Archaeologies".</p> <p>Zimmerman, "Multivocality, Descendent Communities, and Some Epistemological Shifts Forced by Repatriation."</p>
Wed., 7/14	<p>Forms of archaeological data: context, relative and absolute dating methods, and the peer-review process.</p> <p>READ:</p> <p>Fagan and DeCorse, "How Old Is It?"</p> <p>Nature Publishing Group, "Editorial Policies: Peer-Review Policy."</p>
Thurs., 7/15	<p>Is Diffusion an adequate explanation?</p> <p>READ:</p> <p>Kehoe, Chapters 3, 7, and 8</p>
Fri., 7/16	<p>Cryptozoology and the hominid fossil record.</p> <p>READ:</p> <p>Argue, et al., "<i>Homo floresiensis</i>: Microcephalic, Pygmoid, <i>Australopithecus</i>, or <i>Homo</i>?"</p>

Date	Topic
	<p>Bennett, et al., "Early Hominin Foot Morphology Based on 1.5-Million-Year-Old Footprints from Ileret, Kenya".</p> <p>Dalton, "Fossil Finger Points to New Human Species".</p> <p>Meldrum, "Ichnotaxonomy of Giant Hominoid Tracks in North America".</p> <p>Morwood, "The People Time Forgot".</p> <p>OPTIONAL: Bennett, et al., "Supporting Online Material for 'Early Hominin Foot Morphology Based on 1.5-Million-Year-Old Footprints from Ileret, Kenya.'"</p> <p>PRESENTATION OF FIRST "CONTROVERSY OF THE WEEK".</p>
WEEK 2: Ethical Controversies	
Mon., 7/19	<p>Archaeology and the meaning of race; cultural evolution in early anthropology.</p> <p>READ:</p> <p>Kehoe, Chapters 5, 10</p> <p>Society for American Archaeology, "Principles of Archaeological Ethics."</p>
Tues, 7/20	<p>Archaeology and Native America</p> <p>READ:</p> <p>Kehoe, Chapter 4</p> <p>Echo-Hawk, "Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time."</p> <p>Mason, "Archaeology and Native American Oral Traditions."</p> <p>Zimmerman, "A Decade After the Vermillion Accord: What has Changed and What has Not?"</p>
Weds., 7/21	<p>The African Burial Ground in New York City</p> <p>READ:</p>

Date	Topic
	<p>Spencer, "Bones and Bureaucrats: New York's Great Cemetery Imbroglio".</p> <p>LaRoche and Blakey, "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground."</p>
Thurs., 7/22	<p>Repatriation Movements</p> <p>READ:</p> <p>Ferguson, et al., "Repatriation at the Pueblo of Zuni"</p> <p>Fine-Dare, "Histories of the Repatriation Movement"</p> <p>Others TBA</p> <p>PRESENTATION OF SECOND "CONTROVERSY OF THE WEEK".</p>
Fri., 7/23	Field Trip – National Museum of the American Indian
WEEK 3: Current Controversies in Archaeology	
Mon., 7/26	<p>Who were the first Americans?</p> <p>READ:</p> <p>Strauss, et al., "Ice Age Atlantis? Exploring the Solutrean-Clovis 'Connection'."</p> <p>Fiedel, "The Kennewick Follies: 'New' Theories about the Peopling of the Americas".</p> <p>Dillehay, "Probing Deeper into First American Studies"</p>
Tues., 7/27	<p>Are ancient human remains in the New World "Native Americans"? Kennewick Man and related controversies.</p> <p>READ:</p> <p>Chatters, "The Recovery and First Analysis of an Early Holocene Human Skeleton from Kennewick, Washington."</p> <p>Dalton, "Rule Poses Threat to Museum Bones."</p> <p>Swedlund and Anderson, "Gordon Creek Woman Meets Kennewick"</p>

Date	Topic
	<p>Man”</p> <p>Watkins, “Becoming American or Becoming Indian?”</p>
<p>Weds., 7/28</p>	<p>Responsible reporting: The archaeology of cannibalism in the American Southwest</p> <p>READ:</p> <p>Kehoe, Chapter 9</p> <p>Billman, et al., “Cannibalism, Warfare, and Drought in the Mesa Verde Region During the Twelfth Century A.D.”</p> <p>Dongoske et al., “Critique of the Claim of Cannibalism at Cowboy Wash.”</p> <p>Lambert et al., “Response to Critique of the Claim of Cannibalism at Cowboy Wash.”</p>
<p>Thurs., 7/29</p>	<p>Archaeology and traditional African spiritual practices in the New World</p> <p>Leone and Fry, “Conjuring in the Big House.”</p> <p>Fennell, “Conjuring Boundaries.”</p> <p>Others TBA</p> <p>FINAL EXAMINATION DISTRIBUTED.</p>
<p>Fri., 7/30</p>	<p>COMPLETED EXAMINATIONS DUE.</p> <p>TERM RESEARCH PAPERS DUE.</p> <p>PRESENTATION OF TERM RESEARCH PAPERS.</p>

REQUIRED TEXT

The following text can be purchased at the University Book Center in Stamp Student Union, from the press, or another online bookseller. It is also available from McKeldin Reserves:

Alice Beck Kehoe (2008), *Controversies in Archaeology*. Left Coast Press, Walnut Creek, CA.

ADDITIONAL READINGS ON RESERVE

The readings listed here are available on ELMS. They can be downloaded in PDF format from the "Course Reserves" section of the ELMS site for our course, accessed through the "Course Tools" menu. See me if you have any difficulty accessing these readings.

Argue, Debbie, Denise Donlon, Colin Groves and Richard Wright (2006) "*Homo floresiensis*: Microcephalic, Pygmoid, *Australopithecus*, or *Homo*?" *Journal of Human Evolution* 51:360-374.

Bennett, Matthew R., John W. K. Harris, Brian G. Richmond, David R. Braun, Emma Mbua, Purity Kiura, Daniel Olago, Mzalendo Kibunja, Christine Omuombo, Anna K. Behrensmeyer, David Huddart and Silvia Gonzalez (2009a) "Early Hominin Foot Morphology Based on 1.5-Million-Year-Old Footprints from Ileret, Kenya." *Science* 323:1197-1201.

--- (2009b) Supporting Online Material for 'Early Hominin Foot Morphology Based on 1.5-Million-Year-Old Footprints from Ileret, Kenya'. *Science* Online Publication: www.sciencemag.org/cgi/content/full/323/5918/1197/DC1:1-32.

Billman, Brian R., Patricia M. Lambert, and Banks L. Leonard (2000) "Cannibalism, Warfare, and Drought in the Mesa Verde Region During the Twelfth Century A.D." *American Antiquity* 65(1):145-178.

Chatters, James C. (2000) "The Recovery and First Analysis of an Early Holocene Human Skeleton from Kennewick, Washington." *American Antiquity* 65(2):291-316.

Dalton, Rex (2010a) "Fossil Finger Points to New Human Species". *Nature* 464:472-473.

--- (2010b) "Rule Poses Threat to Museum Bones". *Nature* 464:662.

Dillehay, Tom C. (2009) "Probing Deeper into First American Studies", *Proceedings of the New York Academy of Sciences* 106(4):971-978.

Dongoske, Kurt E., Deborah L. Martin, and T. J. Ferguson (2000) "Critique of the Claim of Cannibalism at Cowboy Wash." *American Antiquity* 65(1):179-190.

Echo-Hawk, Roger C. (2000) "Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time". *American Antiquity* 65(2):267-290.

Fagan, Brian M., and Christopher R. DeCorse, "How Old Is It?", in *In the Beginning, An Introduction to Archaeology*, pp. 133-165. Pearson Prentice Hall, Upper Saddle River, NJ.

Fagan, Garrett G. (2006) "Diagnosing Pseudoarchaeology." In *Archaeological Fantasies: How Pseudoarchaeology Misrepresents the Past and Misleads the Public*, edited by Garrett G. Fagan, pp 23-46. Routledge, London.

Fennell, Christopher C. (2000) "Conjuring Boundaries: Inferring Past Identities from Religious Artifacts." *International Journal of Historical Archaeology* 4(4):281-313.

Ferguson, T. J., Roger Anyon, and Edmund J. Ladd (2000) "Repatriation at the Pueblo of Zuni: Diverse Solutions to Complex Problems." In *Repatriation Reader: Who Owns American Indian Remains?*, edited by Devon A. Mihesuah, pp. 239-265. Bison Books, University of Nebraska Press, Lincoln.

Fiedel, Stuart J. (2004) "The Kennewick Follies: 'New' Theories about the Peopling of the Americas". *Journal of Anthropological Research* 60:75-110.

Fine-Dare, Kathleen (2007) "Histories of the Repatriation Movement." In *Opening Archaeology: Repatriation's Impact on Contemporary Research & Practice*, edited by Thomas W. Killion, pp. 29-55. SAR Press, Santa Fe.

Holtorf, Cornelius (2005) "Beyond Crusades: How (Not) to Engage with Alternative Archaeologies". *World Archaeology* 37(4) 544-551.

Lambert, Patricia M., Banks L. Leonard, Brian R. Billman, Richard A. Marlar, Margaret E. Newman, and Karl J. Reinhard (2000) "Response to Critique of the Claim of Cannibalism at Cowboy Wash." *American Antiquity* 65(2):397-406.

LaRoche, Cheryl J., and Michael L. Blakey (1997) "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." *Historical Archaeology* 31(3):84-106.

Leone, Mark P., and Galdys-Marie Fry (1999) "Conjuring in the Big House: An Interpretation of African American Belief Systems Based on the Uses of Archaeology and Folklore Sources." *Journal of American Folklore* 112(445):372-403.

Mason, Ronald J. (2000) "Archaeology and Native American Oral Traditions." *American Antiquity* 65(2):239-266.

Meldrum, D. Jeffrey (2007) "Ichnotaxonomy of Giant Hominoid Tracks in North America", in *Cenozoic Vertebrate Fossil Tracks*, pp. 225-232. S.G. Lucas, J. A. Spielmann, and M. G. Lockley, eds. New Mexico Museum of Natural History and Science Bulletin 42. Albuquerque.

Morwood, Mike, Thomas Sutikna, and Richard Roberts (2005) "The People Time Forgot", *National Geographic* 207(4):1-13.

Nature Publishing Group (2010) "Editorial Policies: Peer-Review Policy". Read online at http://www.nature.com/authors/editorial_policies/peer_review.html.

Society for American Archaeology (2000) "Principles of Archaeological Ethics", in *Ethics in American Archaeology*, pp. 11-12. Mark J. Lynott and Alison Wylie, eds. Society for American Archaeology, Washington, D.C.

Spencer P. M. Harrington (2000) "Bones and Bureaucrats: New York's Great Cemetery Imbroglio", in *Exploring the Past: Readings in Archaeology*, James M. Bayman and Miriam T. Stark, eds, pp. 481-490. Carolina Academic Press, Durham

Strauss, Lawrence Guy, David J. Meltzer, and Ted Goebel (2005) "Ice Age Atlantis? Exploring the Solutrean-Clovis 'Connection'." *World Archaeology* 37(4):507-532.

Swedlund, Alan, and Duane Anderson (1999) "Gordon Creek Woman Meets Kennewick Man: New Interpretations and Protocols Regarding the Peopling of the Americas." *American Antiquity* 64(4):569-576.

Watkins, Joe (2004) "Becoming American or Becoming Indian? NAGPRA, Kennewick and Cultural Affiliation." *Journal of Social Archaeology* 4(1):60-80.

Zimmerman, Larry J. (2007) "Multivocality, Descendent Communities, and Some Epistemological Shifts Forced by Repatriation." In *Opening Archaeology: Repatriation's Impact on Contemporary Research and Practice*, edited by Thomas Killion, pp. 91-107. School for Advanced Research Press, Santa Fe.

--- (2002) "A Decade After the Vermillion Accord: What has Changed and What has Not?" In *The Dead and Their Possessions: Repatriation in Principle, Policy and Practice*, Cressida Fforde, Jane Hubert, and Paul Turnbull, eds., pp. 91-98. Routledge, London.

Other readings to be announced; will be posted to ELMS or distributed in class.

PRESS RELEASE

Hello, I Bigfoot.

(pause, wait for claps, wail of disbelief, shock vomits and head explosions)

Men in state of Georgia say find Bigfoot dead in bushes. NO! NOOO!

NO! Stop be sad. I still alive. (flex bicep, do one arm push-up, fog small mirror with breath)

Rest assured Bigfoot still take prayers and offering and odd jobs. Stell, I come get you out of that well just as soon as grow more hair for make longer hair Tote, Anna, still leave key under flower pot, if anything going kill Bigfoot, honey it you (pelvic thrust podium)

On other end of spectrum — Jason M. in New York, you think OK you no pray to Bigfoot before go to bed last night? That you no leave taquito and white russian at shrine? Ponder you lack of faith while go to funeral of everyone you know who mysteriously all die tomorrow.

Then will only have Bigfoot to love.

OK, if no more question, have to go eat bee colony that was short on this month protection insurance payment.

Thank a bunch.



By Graham Roumieu, author of *Me Write Book, It Bigfoot Memoir* (Plume, 2005).