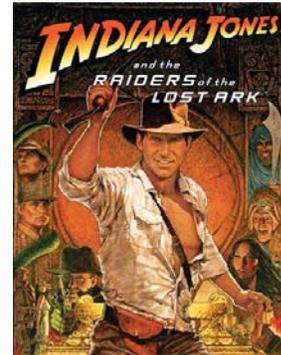

ANTHROPOLOGY 2261G
ADVENTURES IN POP CULTURE
ARCHAEOLOGY
Course Outline Winter 2017



Monday 1:30–4:30 pm, SSC 3102
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Prerequisites

There are no prerequisites for this course

Course description

Famous archaeological sites and objects have long captured the public imagination, so it comes as no surprise that archaeology abounds in popular culture. It is often represented, both fictionally and factually, in television and movies, on the internet, and in comics, video games and news media. This course examines how both non-archaeologists and archaeologists present archaeology to the public and considers what these representations imply about the relationship between archaeology and modern society.

Learning Outcomes

By the end of this course, you will be able to:

- Explain what archaeologists do and why
- Critically assess portrayals of archaeology aimed at non-archaeologists
- Articulate and defend an opinion about what these portrayals imply about archaeology, archaeologists, “the public”, and the role of the past in the present.
- Provide your classmates with constructive feedback on their written work
- Effectively revise your own written work to incorporate constructive feedback
- Use a range of media to effectively convey archaeological information to non-archaeologists

Assigned Reading/Viewing

You will be required to watch a number of television episodes and films in preparation for classes throughout the semester, and are asked to complete the assigned readings each week before coming to class. You can access the videos via YouTube, Netflix, iTunes etc. and assigned readings will be posted on OWL.

Assessment

Your work will be evaluated as follows:

Participation	10%
Pop quizzes and in-class assignments	10%
Blog post	10% (Due Feb 6, revisions due Feb 27)
2 Film/TV analyses	35% (Due dates vary)
Public outreach project and personal reflection	35% Project drafts due March 27 Reflections & final projects due April 3

Participation

Each week, we will discuss this material as a group. Participation in these discussions is crucial to the success of this course. It will be very obvious if you have not done the required reading and viewing. Your participation grade will reflect your attendance, your preparation for each class (have you done the assigned reading and viewing?), your willingness to engage with the material and contribute to the conversation, and the degree of critical thought behind your oral contributions. You will also be asked to provide constructive feedback to at least 4 of your classmates on their blog posts. The quality of your comments (are they specific, descriptive, constructive and actionable?) on other students' blogs will also form part of your participation grade. You will also be asked to post discussion questions to the Forum relating to your Film/TV analyses. Please let me know if you have to miss a class – ideally beforehand, or as soon as possible afterwards. If you have good reasons for missing a class, you will not be penalized, but if I do not hear from you I will have to assume that you chose not to participate that week.

Pop quizzes and in-class assignments

Each week, you will complete a short quiz or in-class exercise based on the assigned reading and viewing. They are designed to test your familiarity with the material, so if you come to class prepared you will do well on them. There will be no opportunity to make up for missed quizzes or in-class assignments. Because things happen and you may occasionally have to miss a class, your lowest grade will be dropped from the calculation.

Blog posts

You will write a 400-500 word blog post on the class Wiki, designed to provide information for a “general” audience about a particular archaeological site, method, period, approach, artifact, or archaeologist. Your classmates will provide you with constructive feedback (peer review), and then you will edit your post in light of their comments and indicate how you have incorporated their suggestions (and, if applicable, why you have chosen not to incorporate some suggestions). Your grade will reflect both the quality of the original post and the effectiveness of your response to the peer reviews. Because it is not fair to other students in the class if someone has extra time to complete an assignment, I deduct a late penalty of 5% per day.

Film/TV analyses

You will write two 750 word short papers that explore how one or several themes drawn from the assigned readings (for that week, and also from previous weeks if you wish) play out in a particular film or TV episode that is on our required viewing list. Your papers should include some critical analysis and your own thoughts on the subject. We will assign particular films/TV programs to individual students (several students per film/video) at the beginning of the semester, and your papers will be due in class on the week in which we discuss that film/program. You will post at least three questions to the Forum in OWL before 9am on the day of the class, to help guide the group discussion. Please also post one related resource – a review, website, comic, a clip from another film/program to compare and contrast with the required viewing. The quality of these posts will form part of your participation grade. Be sure to

come to class that week ready to share your thoughts with the class. Please submit your papers both online through the Assignments Tab in OWL and as a hard copy in class. Late penalties will be assessed at 5% per day.

Public Outreach project and personal reflection

Each of you will work collaboratively with several other students in the class to use any medium you choose (comic, poster, video, pamphlet, DVD, slideshow, booklet, website, board game, radio program etc.) to convey information about an archaeological topic to non-archaeologists. If you wish, you can choose a particular target audience (e.g. primary school children, CBC radio listeners). You will present your project to the class at our final meeting. In addition, you will write an individual 1000 word reflection on the project. In it, you will outline your intended audience, what you hoped to achieve with your product, challenges you faced, how you overcame them, things you would do differently in hindsight (both in terms of the product itself and the process of creating it), and how effectively the final product meets your goals. A crucial element of your reflection will be to discuss what you learned about the collaborative process and about your own strengths and weaknesses as a collaborator. All team members will receive the same grade on the outreach product itself, while personal reflections are graded individually. The two marks will be averaged to produce your grade for this assignment. Late penalties will be deducted at 5% per day.

Other Course Information (PLEASE READ CAREFULLY):

Student Responsibilities: This syllabus may be adjusted as required throughout the term. You are responsible for attending class for information in this regard. Updates will be reflected in the syllabus on the course site in OWL.

- Students are responsible for ALL assigned reading and viewing unless notified otherwise by the instructor.
- Course readings and attendance are important. Please keep in mind that all material presented in class (much of which is not in the readings) and in the readings is fair game on “pop” quizzes/assignments that will take place each week and that attendance is an element of your participation grade.

Use of Electronic Devices: You are welcome to use a laptop or tablet for taking notes and consulting course readings during class. I may also ask you to search the internet for particular content from time to time. Other uses that are not directly related to this course are distracting to those around you. If you are found using your laptop/tablet for some other purpose, you will no longer be allowed to have it in the classroom. Please ensure that all other electronic devices (e.g. cell phones) are turned off during class.

- No electronic devices (mobile phones, tablets etc) will be allowed during quizzes, tests and other in-class evaluations.

Accessibility, Medical Accommodation, Plagiarism and Scholastic Offences:

All students should familiarize themselves with Western’s current academic policies regarding accessibility, medical accommodation and plagiarism and scholastic offences. These policies are outlined (with links to the full policies) at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

Class Schedule and Reading list

January 9 Introduction

Topics: Representations of archaeology in popular culture; Science versus pseudoscience; Traditional approaches to public communication in archaeology

Read:

Lynne Sebastian

2003 The awful truth about archaeology. *The SAA Archaeological Record* 3(2): 35-37.

January 16 Tropes and stereotypes part 1 – archaeology as adventure

Read:

Holtorf, Cornelius

2007 “The A Theme: the archaeologist as adventurer.” In: *Archaeology is a Brand!* Archaeopress. Pp. 62-75.

Holtorf, Cornelius

2008 Hero! Real archaeology and “Indiana Jones and the Kingdom of the Crystal Skull”

<https://web.stanford.edu/dept/archaeology/cgi-bin/archaeolog/?p=189>

Fancher, Jay

n.d. Indiana Jones Trilogy Review

<http://www.saa.org/ForthePublic/FunforAllAges/MoviesTV/IndianaJonesTrilogyReviewbyJayFancher/tabid/1060/Default.aspx>

Watch:

Indiana Jones and the Raiders of the Lost Ark (1981)

January 23 Tropes and stereotypes part 2 – archaeology as adventure (ctd)

Read:

Hall, Mark A.

2004 Romancing the Stones: Archaeology in popular cinema. *European Journal of Archaeology* 7(2): 159-176

Zorpidu, S.

2004 The Public Image of the Female Archaeologist: The Case of Lara Croft. In: *The Interplay of Past and Present*, edited by H. Bolin, pp. 101-107. Huddinge: Södertörns högskola.

Winter, Tim

2003 Tomb Raiding Angkor: A Clash of Cultures. *Indonesia and the Malay World* 31(89):58-68

Watch:

Lara Croft Tomb Raider (2001)

January 30 Tropes and stereotypes part 3 – archaeology as treasure hunt

Read:

2 blog posts from the Society for Historical Archaeology website:

- <http://www.sha.org/blog/index.php/2013/03/historical-archaeology-will-be-televised-ethics-archaeology-and-popular-culture/>
- <http://www.sha.org/blog/index.php/2014/05/diggers-making-progress/>

Gill, David W.J.

2010 The Portable Antiquities Scheme and the Treasure Act: Protecting the Archaeology of England and Wales? *Papers from the Institute of Archaeology* 20:1-11.

Thomas, Suzie

2013 Editorial: Portable Antiquities: Archaeology, collecting, metal detecting. *Internet Archaeology* 33. <http://intarch.ac.uk/journal/issue33/editorial.cfm>

Watch:

National Geographic Channel's *Diggers*: Blackbeard's Treasure

<https://www.youtube.com/watch?v=HMdAVw3yIvE> (It's labelled "Grant Takes Vicksburg" but it's actually the Blackbeard's Treasure episode)

AND

BBC 4's *Detectorists* Season 1, Episode 1 – on Netflix

In class:

Brainstorming session – Public Outreach project topics

February 6 Archaeology as reality TV

Initial Blog posts due**Read:**

Time Team: The rise and fall of a television phenomenon. *Current Archaeology* 274

<http://www.archaeology.co.uk/articles/features/time-team-the-rise-and-fall-of-a-television-phenomenon.htm>

Bonacchi, C. 2014. Audiences and experiential values of archaeological television: the case study of Time Team. *Public Archaeology* 12(2):117-131.

Watch:

Any episode of *Time Team* (I recommend Seasons 9-12) (most are posted on YouTube)

AND

Any episode of *Time Team America* <http://www.pbs.org/show/time-team-america/>

February 13 Uncomfortable truths

Blog post feedback due

Read:

Baxter, J.

2002 Popular images and popular stereotypes. Images of archaeologists in popular and documentary film. *The SAA Archaeological Record* 2(4). 16-17, 40.

Esposti, Emanuela Degli

2015 Colonialism and Archaeology: The Legacy Lives On. *Middle East Monitor*, Jan. 17, 2015.

<https://www.middleeastmonitor.com/blogs/culture/16414-colonialism-and-archaeology-the-legacy-lives-on>

McNiven, Ian J. and Lynette Russell

2008 Towards a post-colonial archaeology of Indigenous Australia. In *Handbook of Archaeological Theories*, edited by R.A. Bentley, H.D.G. Maschner, and C. Chippindale, pp. 423-443. Lanham: Altamira Press.

http://alex-bentley.com/yahoo_site_admin/assets/docs/ch25_McNivenRussell.29305847.pdf

Check out:

- Lego figures that never got made: <http://alatarielatelier.blogspot.se/p/science-adventures.html>
- APTN's answer to Time Team: <http://palefoxpictures.com/productions/wild-archaeology>

Watch:

Episode 3 of *Wild Archaeology*: Episode 3 – Little John <http://aptn.ca/wildarchaeology/> (this episode is part 2 of Episode 2 – Land of the Giants, which is optional viewing)

February 20 Reading week – no class

February 27 Archaeologists reach out

Revised Blog posts due

Topics: The challenges of communicating archaeology to the public; How are archaeologists taking advantage of Web 2.0 to try to engage the public?

Read:

Chew, Kathryn

2013 Archaeology & Analytics: Tapping the Pulse of Social Media for Outreach, Education, and the Future of the Field. Conference on Cultural Heritage and New Technologies 18, Vienna, Austria.

Young, Peter A.

2003 Archaeologists as Story Tellers: How to get the Public to Care About What You Do.

SAA Archaeological Bulletin 3(1):7-10.

<http://www.saa.org/Portals/0/SAA/Publications/THESAAARCHREC/jan03.pdf>

Kwas, Mary L.

2002 Communicating with the Public Part III: Writing for the Public and Making it Look Good. *SAA Archaeological Bulletin* 2(1):30-31.

<http://www.saa.org/Portals/0/SAA/Publications/THESAAARCHREC/jan02.pdf>

Browse through this blog:

<http://archyfantasies.com/about/>

Be sure to read the full piece on the Nasca Lines – second on this page (after Easter Island):

<http://archyfantasies.com/category/weird-archaeology/ancient-astronauts/>

Bring:

An example of an archaeology blog and an archaeology website created by archaeologists – be ready to talk about their strengths and weaknesses. If you're stuck, look here for ideas:

<http://www.saa.org/publicftp/public/news/recentnews.html> or try a google search on “blogging archaeology” or on “archaeology project website”

March 6 Archaeology of Myth and Fantasy

Guest Lecture by Karyn Olsen on Vampire Archaeology

Read:

Gardela, L. and K. Kajokowski

2013 Vampires, criminals or slaves? Reinterpreting ‘Deviant Burials’ in Medieval Poland.

World Archaeology 45(5):785-796

Brooks, Max

2006 Archaeology of the Undead. *Archaeology* April 1, 2006.

<http://archive.archaeology.org/online/interviews/zombies/>

Drye, Willie

n.d. Atlantis: True Story or Cautionary Tale? National Geographic Website

<http://science.nationalgeographic.com/science/archaeology/atlantis/>

Daily Mail Reporter

2011 Has the real lost city of Atlantis finally been found . . . buried under the mud flats in Spain? Mail Online, March 15, 2011. <http://www.dailymail.co.uk/sciencetech/article-1365824/Has-real-lost-city-Atlantis-finally--buried-mud-flats-Spain.html>

Watch:

National Geographic Channel's: *Finding Atlantis* (2011):

<https://www.youtube.com/watch?v=LJjJ0oA9PKw>

March 13 Egyptomania

Read:

Brier, Bob

2004 Egyptomania! What accounts for our intoxication with things Egyptian? *Archaeology*

57(1): 16-22.

Smith, Stuart

2007 Unwrapping the Mummy: Hollywood Fantasies, Egyptian Realities. In *Box Office Archaeology: Refining Hollywood's Portrayals of the Past*, edited by J.M. Shablitsky, pp 16-33. Walnut Creek: Left Coast Press.

Watch:

The Mummy (film; either the 1932 or 1999 version)

March 20 Fringe Archaeology

Read:

Fagan, Garrett

2003 Far Out Television: What to think when Atlantis is just one click of the remote away. *Archaeology Magazine* 56(3):45-50

Romey, Kristen M.

2003 Seductions of Pseudoarchaeology: Pseudoscience in Cyberspace. *Archaeology Magazine* 56(3). <http://archive.archaeology.org/0305/etc/web.html>

Feder, Kenneth

2014 Prehistoric E.T. – The Fantasy of Ancient Astronauts. In: *Frauds, Myths and Mysteries: Science and Pseudoscience in Archaeology, 8th edition*, pp 218-241. New York: McGraw-Hill.

Watch:

Chariots of the Gods (1970) <https://www.youtube.com/watch?v=tXEgMJrBIUo>

OR

Any episode of History Channel's *Ancient Aliens* – there are lots on YouTube

March 27 Archaeology and the Fringe

Outreach project drafts must be ready for workshopping

Anderson, David S., J.J. Card and K.L. Feder

2013 Speaking up and Speaking Out: Collective efforts in the fight to reclaim the public perception of archaeology. *The SAA Archaeological Record* 13(2):24-28.

Read:

Holtorf, C.

2005 Beyond crusades: How (not) to deal with alternative archaeologies. *World Archaeology* 37(4). 544-551.

In class:
Outreach project workshop

***April 3* Outreach project presentations**

**Outreach projects and reflections due
Outreach project final presentations**