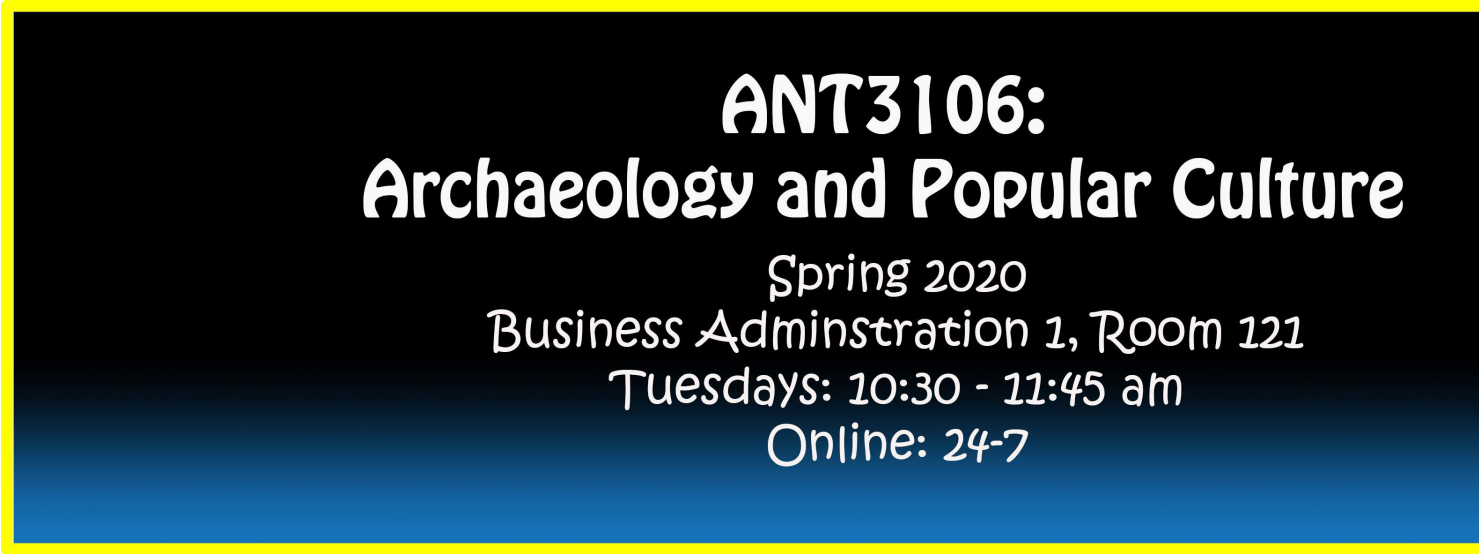
Course Syllabus

Jump to Today Edit



Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 1:00-3:00pm Tuesday, 10:30--12:30 Wednesday, or by appointment; HPH309

Course TA: Karla Cardona

Course-Related Email: Webcourses Email Client

Secondary Email: Karla.Cardona@ucf.edu

Office Hours: 12 PM - 2 PM Tuesday, HPH101

Public Description of the Course

This course is a three-credit-hour class that covers how the ancient past and archaeology appear in popular culture and are manipulated and used by modern societies. Prerequisite: Sophomore standing.

Introduction

This course explores how the ancient past and archaeology appear (and have appeared) in popular culture. Archaeology holds a considerable fascination for a large portion of the general public, but how does the public obtain its information about the ancient past? And to what purpose? Our focus will be on the questions: what is the past? How do we use it in everyday life? Why to people continue to refer to the ancient past? What are the ethical, political, social, and economic ramifications of the past in the present? We will consider archaeology in film, television, print media, advertising, and architecture.

Objectives

This course has three goals: 1) to identify the ways in which the past has been mobilized in popular culture and why; 2) to critically examine the potential effects such mobilization has on the general public's understanding of the past; and 3) to evaluate the potential impacts that representations of the past have on diverse populations living today.

Required Course Materials

In addition to the required textbook, listed below, there will be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Feder, Kenneth

2017 **Frauds, Myths and Mysteries** (https://www.amazon.com/Frauds-Myths-Mysteries-Pseudoscience-Archaeology/dp/0190629657/ref=pd_sbs_14_1/135-5909656-3594703?_encoding=UTF8&pd_rd_i=0190629657&pd_rd_r=56ebb5ed-8b01-4b37-b2c4-

c7eb79b2987a&pd_rd_w=DhY1y&pd_rd_wg=wTjnQ&pf_rd_p=7c0dad87-8a25-4c4f-9349-026039ea6cb3&pf_rd_r=AVJ94WWH2SQNG26JBSAE&psc=1&refRID=AVJ94WWH2SQNG26JBSAE) . 9th ed. Oxford, Oxford University Press.

Mature Content Warning

This course deals with popular culture, and includes material that is rated “R” by the Motion Picture Association of America, as well as TV-MA. If you are uncomfortable with this kind of content, don’t take this class.

Resources

- Society for American Archaeology: **saa.org** (http://www.saa.org/)
- Register of Professional Archaeologists: **rpanet.org** (https://rpanet.org/)
- American Anthropological Association: **americananthro.org** (http://www.americananthro.org/)
- Archaeological Institute of America: **archaeological.org** (http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): **archaeologychannel.org** (http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): **http://www.americanarchaeology.com/aawelcome.html** (http://www.americanarchaeology.com/aawelcome.html)
- Shovel Bums (a site to find jobs in archaeology): **shovelbums.org** (http://www.shovelbums.org/)

Evaluation

Your grade in this course will be derived from class participation, weekly response papers, a final project, and a final. Your grade will be calculated as follows:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module **100% score required to open Module 1** **Due January 10, at 11:59pm**	1	10
Short Papers	One-page reactions to weekly encounters with popular culture (Due 10 Wednesdays over course of the semester, at 11:59pm).	20	200
Final Exam	Cumulative **April 21, 10:00 am - 12:50pm, in class**	41	410
On-line Discussions	On-line discussion posts of topics discussed in class and in modules (3 required posts)	6	60
In-Class Discussions	Thoughtful discussion in class of pertinent topics. You must participate in five in-class discussions.	10	100
Final Project	Projects that discuss a specific example of archaeology in pop culture, in “real life,” and the implications of both. Can be a paper, video, web site, or other media approved by professor. **Final draft due April 17 at 11:59pm**	22	220
TOTAL		100	1000

- Note that the final exam is comprehensive. There will be a review prior to the exam.
- If you send the course TA an email through the *Webcourses email client* with "Indiana Jones" in the subject line by 11:59pm on Sunday, January 12, you’ll get two extra credit points.
- You may choose which films/shows you will evaluate for your reaction papers. Each reaction paper must be turned in by the Friday of the week following the assigned view date for a film/show.
- You are responsible for making sure that you do 10 reaction papers over the course of the semester.
- Discussions will generally be announced in-class in advance.
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number following standard rounding practices (e.g., 0.48 is rounded to .5, which is rounded *up*; 0.44 is rounded to 0.4, which is rounded *down*):

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Policies

Contacting Dr. Barber	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.
Webcourses@UCF	This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, **Webcourses@UCF (mailto:Webcourses@UCF)**. Please think of the on-line component **as a replacement for Thursday's class.** That said, you will likely find it helpful to at least look at the module ***before*** you come to class. Note in the schedule where in-class activities are planned. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	Online course content is delivered through modules. To open Module 1, you must first complete the “Getting Started” Module and receive 100% on the 10-point Getting Started quiz. Each week’s module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!
Quizzes and Examinations	Because there is no way to proctor an on-line quiz, all on-line quizzes for this course are open-book. There will also be two examinations in class. Please bring a #2 pencil and a ***brown*** scantron for each exam.
Grading and evaluation	**All assignments are due at 11:59 pm on their due date.** Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the “Evaluation” section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester. Grades will be posted on-line and available to you through the “My Grades” link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.
Attendance	I do not take attendance during every course session. However, your grade will suffer if you do not come to class. Attendance will be counted on days when we have specific, graded in-class discussions. Discussions will usually be announced the preceding week so you are aware they are coming up.
Participation, Diversity, and Inclusion	Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and

	UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not. Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu** **(http://www.shield.ucf.edu/)** and **http://cares.sdes.ucf.edu/** **(http://cares.sdes.ucf.edu/)** . If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.
Deadlines and Make-ups	If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation **in advance** to arrange a make-up. No penalty will be applied. Students must notify their instructor **in advance** if they intend to miss class for a religious observance. That said, I am not completely evil. If you have an issue, email me **before** the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. Students should familiarize themselves with UCF's Rules of Conduct at <**http://osc.sdes.ucf.edu/process/roc** **(http://osc.sdes.ucf.edu/process/roc)** >. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < **http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf** **(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)** >. When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://z.ucf.edu/** **(http://z.ucf.edu)** . I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
Special Needs	It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <**http://sas.sdes.ucf.edu/** **(http://sas.sdes.ucf.edu/)** > (Ferrell Commons 185, **sas@ucf.edu** **(mailto:sas@ucf.edu)** , phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement	Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html** (http://emergency.ucf.edu/emergency_guide.html) >. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**http://www.ehs.ucf.edu/AEDlocations-UCF** (http://www.ehs.ucf.edu/AEDlocations-UCF) > (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu** (https://my.ucf.edu/) > and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (< **You CAN Survive an Active Shooter** (https://youtu.be/NlKYajEx4pk) ▷ (https://youtu.be/NlKYajEx4pk) >).
Active Duty Military Personnel	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor. Note that reading assignments are embedded in each module.

Class Date:	Topic:	Learn Modul
Do this first	**Getting Started Module** (%24CANVAS_OBJECT_REFERENCE%24/modules/gb76c23b29dd471be90e6c208332c969d)	Gettin
Jan 7	Course Introduction	Modul Scienc Pseud
Jan 14	The Nature of Archaeological Inference	Modul View a critiqu of For Dream

Jan 21	The Meaning of the Past in the Present	Modul View a critiqu Croft: Raide featuri Angeli
Jan 28	The Then in the Now: Authenticity	Modul View a critiqu "nonfi show archae
Feb 4	Mummies!	Modul View a critiqu Mumm
Feb 11	Pirates!	Modul View a critiqu "Pirate Caribb
Feb 18	Aliens!	Modul View a critiqu "Chari the Go an epi "Ancie Aliens
Feb 25	Pyramids! (and Aliens!)	Modul View a critiqu
March 3	The Now in the Then: Recreating the Past for Fun and Money	Modul View a critiqu episoc "Rome
March 10 (https://secure.flickr.com/photos/38389748@N00/4538420291)	**Woo-Hoo Spring Break!** (https://secure.flickr.com/photos/38389748@N00/4538420291)	Spring
March 17	Curses!	Modul View a critiqu

		Ruins'
March 24	Afrocentrism and Archaeology	Modul View a critiqu Athena
March 31	Aryans and Nazis	Modul View a critiqu "Raide Lost A
April 7	The Noble Savage	Modul View a critiqu "Apoca or "Av
April 14	Course summary and review	
April 21	**Final Exam April 21 from 10:00am - 12:50 pm**	**Exam**

Course Summary:

Date	Details	
Fri Jan 10, 2020	**Getting Started Quiz (https://webcourses.ucf.edu/courses/1347194/assignments/6500119)**	due by 11:59pm