

## COURSE SYLLABUS

1.	Course "Pseudoscience and critical reading in archaeology"	
2.	Discipline: Archaeology	
3.	language of instruction: English	
4.	University department: Institute of Archaeology	
5.	class code: TBA	
6.	class type: optional	
7.	University field of study: archaeology	
8.	Study level: BA (undergraduate)	
9.	year ( <i>if applicable</i> ) N/A	
10.	semester ( <i>winter/summer</i> ): TBA	
11.	type and number of teaching hours: 30 h	
12.	prerequisites: not required	
13.	<p>Course objectives:</p> <p>Archaeology combines methods from science, humanities, and social sciences. However, its narrative component is often seen as speculative by the general public and considered merely opinions rather than knowledge derived from data. This course explores popular beliefs about the past and the role of archaeology in reconstructing it. Students will learn about the quality of archaeological knowledge, critically analyze archaeological and popular texts, and focus on answering how we know what we know and how to distinguish this knowledge from pseudoscience.</p>	
14.	<p>Content:</p> <ol style="list-style-type: none"> <li>1. Introduction: Objectives of the course, grading, and schedule</li> <li>2. Science and pseudoscience: Are they really that different and why should we care?</li> <li>3. Yeah, well, that's just like, uh... your opinion man...Is archaeology a science? What is (not) a scientific method?</li> <li>4. Archeology in Pop Culture: Visual arts, literature, design, music, and conspiracy theories, part 1</li> <li>5. Archeology in Pop Culture: Visual arts, literature, design, music, and conspiracy theories, part 2</li> <li>6. Archaeological pseudoscience: From ancient astronauts to the Great Lechia empire, part 1</li> <li>7. Archaeological pseudoscience: From ancient astronauts to the Great Lechia empire, part 2</li> <li>8. Uncovering forbidden archaeology: Exploring theories and their supposed prohibition</li> <li>9. Case study: What do we learn from the Ancient Apocalypse?</li> <li>10. Pseudoarcheology: is it really dangerous and how do the professionals respond?</li> <li>11. Let's talk: Group Discussion: Sharing and discussing the essays</li> </ol>	
12.	Assumed outcome:	Symbols of the assumed outcome:

	<p>The student knows the basic terminology used in archeology and other disciplines with which archeology cooperates</p> <p>The student has basic knowledge of the methods of analyzing various data and their interpretation, carried out based on selected traditions, theories and research schools</p> <p>The student can substantive argumentation using the views of other authors, the ability to formulate conclusions and present synthetic studies in various forms</p> <p>The student can analyze archaeological studies in terms of content and applied research procedures and theories</p> <p>The student understands the role of local cultural heritage in the awareness of the inhabitants of the region</p> <p>The student demonstrates competent responsibility and civil courage in presenting the picture of history following the current state of archaeological knowledge</p>	<p>K_W02 K_W07</p> <p>K_U06 K_U07</p> <p>K_K05 K_K08</p>
13.	<p>Recommended reading:</p> <ol style="list-style-type: none"> <li>1. K. Feder. Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology (any edition)</li> <li>2. Garrett G. Fagan, ed. (2006). Archaeological Fantasies: How Pseudoarchaeology Misrepresents the Past and Misleads the Public. Abingdon, UK and New York: Routledge</li> <li>3. K. Jarosz 2014. Mechanisms of counterfeiting scientific facts: Pseudoscience and pseudo-archaeology, Economic and Environmental Studies 14(1), 39-49</li> <li>4. Schmaltz R and Lilienfeld SO. 2014 Hauntings, homeopathy, and the Hopkinsville Goblins: using pseudoscience to teach scientific thinking. Front. Psychol. 5:336. doi: 10.3389/fpsyg.2014.00336</li> <li>5. Holtorf, C. (2005). Beyond crusades: how (not) to engage with alternative archaeologies. World Archaeology, 37(4), 544–551. <a href="https://doi.org/10.1080/00438240500395813">https://doi.org/10.1080/00438240500395813</a></li> </ol> <p>Internet reading:</p> <ol style="list-style-type: none"> <li>1. <a href="https://en.wikipedia.org/wiki/Scopes_trial">https://en.wikipedia.org/wiki/Scopes_trial</a></li> </ol> <p>Recommended listening and watching:</p> <ol style="list-style-type: none"> <li>1. Indiana Jones and pseudoarchaeology: <a href="https://www.youtube.com/watch?v=DqtLSmn2XIw">https://www.youtube.com/watch?v=DqtLSmn2XIw</a></li> <li>2. Ancient Apocalypse – season 1</li> <li>3. The Simpsons season 9, episode 8 – Lisa the Skeptic</li> </ol>	
6.	Methods of assessing academic progress: 5,000 word essay discussed in the class	
7.	<p>Grading:</p> <ul style="list-style-type: none"> <li>- Participation (20%)</li> <li>- Reading and participating in the discussion (30%)</li> <li>- Critical essay (5,000 words) about selected topic(s) (30%)</li> <li>- Final discussion (20%)</li> </ul> <p>All components are obligatory and the final grade depends on a sum of point collected from all four of them. 60-65% = 3.0; 66-70% = 3.5; 71-80% = 4.0; 81-90% = 4.5; 91-100% = 5.0</p>	
8.	Student's workload	
	type of activity	number of hours
	classes	30

	student's own work:	
	reading	40
	preparing an essay	20
	Hours total	90
	ECTS	