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: MA (graduate)	
9.	year *(if applicable)* N/A	
10.	semester *(winter/summer)*: summer	
11.	type and number of teaching hours: class – 30 hours	
12.	Prerequisites: Graduate students enrolling in this course are expected to have a stronger methodological background and the ability to critically engage with scholarly literature. Bachelor's degree in archaeology, anthropology, history, cultural studies, sociology, science studies, or a related field. Prior coursework in research methods ability to read and discuss academic literature in English.	
13.	Course Objectives: This course will explore the various channels through which disinformation and pseudoscience are disseminated via publications, internet content, social media, and other platforms. Beginning with an examination of what constitutes archaeology as a science, we will then explore its portrayal in popular culture and on social media. You will learn how to identify pseudoscience and evaluate the quality of scientific data effectively. You will distinguish science from pseudoscience, recognize common rhetorical tactics used in pseudoscience, analyze popular pseudoarchaeological claims critically, understand the social, political, and cultural impact of pseudoarchaeology, and communicate scientific skepticism effectively.	
14.	15. Content: What is objectivity in studies on the past? Cognitive biases and how to find them? Science vs pseudoscience. Does pseudoscience equal disinformation? Why archaeology? History of pseudoarchaeology. Lost civilizations. Ancient aliens. Media analysis. Hoaxes. Political misuse and data manipulation.	
1.	Learning outcomes The student: Has in-depth knowledge of the connections between archaeology and scientific fields and disciplines that are the basis for the specializations developed on their basis, such as environmental archaeology (bioarchaeology), underwater archaeology, architectural archaeology, conservation of archaeological monuments. Has detailed knowledge of the main directions of development and the most important new achievements in the field of science and scientific disciplines	symbols K_W05

	relevant to archaeology, as well as the main research centers and schools and their achievements.	K_W06
	Has in-depth knowledge allowing for the analysis and interpretation of archaeological sources and other products of civilization, useful for understanding a given era in the history of mankind.	K_W12
	Search, analyze, evaluate, select and use information using various sources and methods, and formulate critical judgments.	K_U01
	Has the ability to integrate knowledge from various disciplines in the field of humanities and other sciences the disciplines of which are an integral part of archaeology or cooperate with it.	K_U04
	Demonstrates independence and autonomy in formulating opinions while understanding and respecting the right of others to the same.	K_K07

2.	Reading:
	  Benson B. 2016. Cognitive bias cheat sheet.
	  https://cs.brown.edu/people/jsavage/sources/2016_01_06_Medium_CognitiveBiasCheatSheet_BetterHumans.pdf
	  Holtorf C. 2005. Beyond Crusades: How (Not) to Engage with Alternative Archaeologies. World Archaeology 37 (available at JSTOR)
	  S. Novella. 2019. Sceptic's Guide to the Universe. (a PDF will be provided)
	  Garrett G. Fagan, ed. (2006). Archaeological Fantasies: How Pseudoarchaeology Misrepresents the Past and Misleads the Public (selected chapters, the book is available in our library)
	watching:
	Ancient Aliens Debunked https://www.youtube.com/watch?v=j9w-i5oZqaQ
	Ancient Apocalypse: season 2 (three episodes at least)	

3.	Methods of assessing academic progress: 1,500-word essay or presentation discussed in class	
4.	Grading: - Participation (20%) - Reading and participating in the discussion (50%) - essay (30%)	
5.	Student's workload	

type of activity	number of hours
classes	30
student's own work:	60
hours total	90
ECTS	3