



## ALIENS, CURSES & NAZIS: ARCHAEOLOGY & HOLLYWOOD

Winter Term, 2020-2021

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**Lecture:** Mondays, 7-9pm  
(asynchronous lectures)

**Office:** online office hours  
**Office Hours:** by appointment  
**Tutorials:** Synchronous tutorials once a week with Teaching Assistants via Zoom

### Contents

Course Description .....	3
Course Objectives .....	3
Required Materials and Texts .....	4
Class Format .....	4
Course Evaluation – Overview .....	4
Course Evaluation – Details .....	4
Tutorial attendance/responses (25%) .....	4
Ethic Certificate (5%), due via email by 6pm Monday 25 <sup>th</sup> January .....	4
Mid-term paper proposal (5%), due via email by 6pm Monday 8 <sup>th</sup> February .....	4
Mid-term paper (20%), due by email 4pm 26 <sup>th</sup> February .....	4
Long paper/project proposal (5%), due by email by 4pm Friday 12 <sup>th</sup> March .....	4

Long Paper (35%), due via email by 4pm Friday 9<sup>th</sup> April .....5

Weekly Course Schedule and Required Readings .....5

Week 1 (Monday 11<sup>th</sup> January) .....5

Week 2 (Monday 18<sup>th</sup> January) .....6

Week 3 (Monday 25<sup>th</sup> January) .....6

Week 4 (Monday 1<sup>st</sup> February) .....6

Week 5 (Monday 8<sup>th</sup> February) .....6

Week 6 (Monday 15<sup>th</sup> February) .....6

Week 7 (Monday 22<sup>nd</sup> February) .....6

Week 8 (Monday 1<sup>st</sup> March) .....7

Week 9 (Monday 8<sup>th</sup> March) .....7

Week 10 (Monday 15<sup>th</sup> March) .....7

Week 11 (Monday 22<sup>nd</sup> March) .....7

Week 12 (Monday 29<sup>th</sup> March) .....7

Week 13 (Monday 5<sup>th</sup> April) .....7

Course Policies .....8

Submission of Assignments .....8

Grades .....8

Late Assignments .....8

Absences, Missed Work, Illness .....8

Avenue to Learn .....9

Turnitin.com ..... **Error! Bookmark not defined.**

University Policies .....9

Faculty of Social Sciences E-mail Communication Policy .....9

**Privacy Protection** .....9

Course Modification .....10

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES .....12

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK .....12

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO) 12

COPYRIGHT AND RECORDING .....12

EXTREME CIRCUMSTANCES .....12

## **Course Description**

This course uses popular representations of archaeology from Agatha Christie to Indiana Jones to critically review the discipline's practice and practitioners from past to present.

*Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn will supersede previously published outlines until published course outlines are updated.*

## **Course Objectives**

Archaeologists loom large in the public imagination, via fiction, Hollywood, documentaries and popular press, albeit in stereotypical form, as: tomb-raider, detective, adventurer, academic and spy. What lies behind these images? Why do these characters 'work'? What is archaeology's role in the 21st century beyond 'edu-tainment'? The aim of this course is NOT to pedantically set the record straight of 'what archaeologists really do', but instead uses the stereotypes to critically illuminate archaeology's practice and practitioners.

The course uses film and literature to study characters equal to any of Hollywood's, including Jefferson, Schliemann, Bingham, Carter, Lawrence of Arabia and Himmler to consider the following questions:

- Why won't archaeologists admit that Indiana Jones is a spot-on representation of our field?
- Why the close relationship between the military and archaeology?
- Why the link between detectives and archaeologists?
- Why did the Athens Olympics' opening ceremony almost entirely revolve around archaeology?
- Why did the SS have an archaeology unit?
- What is 'Egyptomania'?
- Why do some people believe aliens built the pyramids?
- Why do we have such a fascination with Neanderthals?
- Why did Sigmund Freud have an archaeological collection and can we talk of archaeology as erotica?
- Why in the middle of the Iraq invasion was there such a fuss about the looting of an archaeological museum?

The course is aimed at those students with an interest in art history, business and marketing, cultural studies, literary criticism, heritage studies, anthropology and... archaeology.

By the end of the class you should have a critical understanding of who archaeologists are, what they do and why? It will engage the student in major contemporary debates pertaining to class, race, gender and the politics of the past.

A significant component of this course is dedicated to the student's creation and implementation of a project designed to critically analyze the 'archaeology in the public imagination'. As such, the course has a major focus on learning strategies and analytical techniques.

## **Required Materials and Texts**

- NO textbook - readings associated with each lecture / tutorial detailed via course Avenue facility.

## **Class Format**

This class will be delivered online and consists of lectures and tutorials:

- Lectures are asynchronous, with lectures made available to run Mondays, 7-9 pm
- Tutorials are synchronous. You will meet once a week for an hour with Teaching Assistants (TA's) via Zoom to discuss assigned work (details below); tutorial groups are assigned by registrar's office (see MOSAIC).

## **Course Evaluation – Overview**

1. Tutorial attendance/responses - 25%
2. Completion of online class survey – 5%, due Sunday 17<sup>th</sup> January
3. Ethics certificate - 5%, due via email by 6pm Monday 25<sup>th</sup> January
4. Mid-term paper proposal - 5%, due via email by 6pm Monday 8<sup>th</sup> February
5. Mid-term paper - 20%, due via email by 4pm Friday 26<sup>th</sup> February
6. Long paper/project proposal - 5%, due via email by 4pm Friday 12<sup>th</sup> March
7. Long Paper - 35%, due via email by 4pm Friday 9<sup>th</sup> April

## **Course Evaluation – Details**

### **Tutorial attendance/responses (25%)**

Grade based on the student's attendance (mandatory) and submission of ALL required response-papers. The student's overall class participation (in terms of general discussion, productive use of TA office hours etc.) will be taken into account when we calculate the final grades

### **Class Survey (5%), due Sunday 17<sup>th</sup> January (end of Week 1)**

Online survey accessible via A2L, we can see online once you have completed the survey but your responses \*cannot\* be linked back to you, i.e. it is completely anonymous.

### **Ethic Certificate (5%), due before tutorial in Week 3**

Online ethics tutorial accessible via A2L, completion of which produces certificate to be emailed to instructor (stringy@mcmaster.ca)

### **Mid-term paper proposal (5%), due via email by 6pm Monday 8<sup>th</sup> Feb. (Week 5)**

Title, 500-word (max.) statement of intent, & five bibliographic references; email to your TA.

### **Mid-term paper (20%), due by 4pm Friday 26<sup>th</sup> February (Week 7)**

4-5 pages (max.), details to be provided in first two weeks of class; paper to be emailed to your TA.

### **Long paper/project proposal (5%), due by 4pm Friday 12<sup>th</sup> March (Week 9)**

It should include a title and a one-page outline (with sub-headings) about the topic you wish to research, and a list of 5 appropriate sources (i.e. NOT Wikipedia). **NB** – the proposal has to be submitted otherwise the long-paper itself will not be graded; email to your TA.

## **Long Paper (35%), due via email by 4pm Friday 9<sup>th</sup> April (Week 13)**

A final paper, comprising 8-10 pages of text (1" margins, double spacing, 12-point Times New Roman) plus bibliography and any images etc.; email to your TA. Long paper topics must be approved by the instructor or TA; your choices are:

- 1) *Choose a topic of your own design.* This can cover any subject that falls \*within the remit of this class\*, be as innovative and iconoclastic as you like – just make sure there is (a) a QUESTION, (b) that you provide us with some kind of method as to how you intend to answer this question, (c) a defense of its significance – i.e. tell us / remind us why this topic is considered important (by you / academics / whomever), (d) that you attempt to utilize some of the literature / themes dealt with in class.
- 2) *Indiana Jones: A Misrepresentation of Archaeology?*
- 3) *Lara Croft: Feminist Icon or Sexist Pin-Up?*
- 4) *Indiana Jones and Morality: Is the Jones' Series a Religious (Christian) Parable?*
- 5) *The Archaeologist as Detective: Truth or Fiction?*
- 6) *Location! Location! Location! The Role of 'Place' in Archaeology's Popular Representation*
- 7) *Of Martians & Monuments: The Significance of 'Fringe Archaeology'*
- 8) *Egyptomania! What role does Egypt play in the public imagination and why?*

The paper should have a clear thesis statement, structure, argument and conclusion, and have an appropriate number of pertinent sources. The papers are graded on:

### Content (70%):

- Comprehensiveness of research material (20%)
- Relevance of research material (20%)
- Analysis of subject (10%)
- Coherence and structure of discussion (10%)
- Effectiveness of logic and argument (thesis) (10%)

### Presentation (30%):

- Structure of paper (10%)
- Effectiveness of prose (10%)
- Technical aspects (spelling, grammar, etc.) (10%)

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Monday 11<sup>th</sup> January)**

**Part I - Background to the course: Archaeology in the public imagination**

**Part II - Archaeology and Popular Culture: The stereotypes, tropes and clichés...**

Notes: No tutorial

**Week 2 (Monday 18<sup>th</sup> January)**

**Part I - Origin myths: What is archaeology and where did it come from?**

**Part II - Romantics, travelers and colonizers: Early archaeology and its practitioners**

Notes: *Tutorial #1: The practice of archaeology: what do archaeologists do and why?*

**Week 3 (Monday 25<sup>th</sup> January)**

**Part I - Indiana Jones: misrepresenting the field? Who does archaeology and why?**

**Part II - The institutions of archaeology: The museum and its role**

Notes: *Tutorial #2: discuss the **mid-term project & paper***

**DEADLINE: submit ethics certificate \*before\* tutorial**

**Week 4 (Monday 1<sup>st</sup> February)**

**Part I - Tomb Raiders! Archaeology, collecting and looting**

**Part II - Film – *At the Service of the State* (2001)**

Notes: *Tutorial #3: The museum: What are they for and who do they serve?*

**Week 5 (Monday 8<sup>th</sup> February)**

**Part I - Nazis and gold! The politics of the past**

**Part II - Archaeology and national identity: Tourism, boundaries and conflicted spaces**

Notes: *Tutorial #4: The politics of the past*

**DEADLINE: submit mid-term paper proposal \*before\* tutorial**

**Week 6 (Monday 15<sup>th</sup> February)**

**No classes - Reading Week**

**Week 7 (Monday 22<sup>nd</sup> February)**

**Part I - Film – *The Time Team* (1999)**

**Part II - Archaeology in the public arena: which public, who 'consumes' the past?**

Notes: *Tutorial #5: Archaeology & popular culture: whose popular culture?*

**DEADLINE: submit mid-term paper by 4pm Friday 26<sup>th</sup> February**

**Week 8 (Monday 1<sup>st</sup> March)**

**Part I - Archaeology and the military #1: Soldier, spy, archaeologist...**

**Part II - Archaeology and the military #2: Warfare and the destruction of cultural heritage**

Notes: *Tutorial #6: discuss the long paper and long-paper proposal*

**Week 9 (Monday 8<sup>th</sup> March)**

**Parts I & II - Film – *Murder in Mesopotamia* (2001)**

Notes: *Tutorial #7: Archaeology and the Military*

**DEADLINE: submit long paper proposal \*before\* 4pm Friday 12th March**

**Week 10 (Monday 15<sup>th</sup> March)**

**Part I - 'A mystery to be solved': The archaeologist as detective #1**

**Part II - The archaeologist as detective #2: From CSI to forensic archaeology**

Notes: *Tutorial #8: The archaeologist as detective*

**Week 11 (Monday 22<sup>nd</sup> March)**

**Part I - Jungles, pyramids and sunken treasure: The location of archaeology in pop culture**

**Part II - Egyptomania! From Belzoni to Black Athena**

Notes: *Tutorial #9: The archaeologist as detective #2: Forensic archaeology*

**Week 12 (Monday 29<sup>th</sup> March)**

**Part I - Film – *King Tut: The Face of Tutankhamun* (1992)**

**Part II - From Mars to Masons: Archaeology and conspiracy theories**

Notes: *Tutorial #10: Egyptomania and Orientalism*

**Week 13 (Monday 5<sup>th</sup> April)**

**Part I - Alternative archaeologies: Re-presenting the past in the post-modern present**

**Part II - "Yes wonderful things!" The gaze, desire and an erotic archaeology?**

Notes: No tutorial

**DEADLINE: submit long paper \*before\* 4pm Friday 9th April**

## **Course Policies**

### **Submission of Assignments**

Assignments must be submitted to your TA via A2L by the assigned date.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Late long paper proposals will be given a maximum of a 50% grade, while late long papers are penalized **5%** of the mark per day including weekends and holidays with a maximum of **3 days late** after which a 0 grade will be awarded. Extensions can only be gained if the student provides an appropriate note/letter from SAS, or other university certification system (e.g. MSAF – see below). Assignments are to be submitted to your TA via A2L (details provided in your first tutorial).

### **Absences, Missed Work, Illness**

An arrangement can be made for a missed mid-term exam to be taken at a later date if the student provides an appropriate note/letter from Faculty office, or SAS (see below).

**No grade / reweighting policy** - grades will \*not\* be reweighted, i.e. if an exam is missed, then a make-up exam has to be taken, the grade is not just added to the next requirement.

### **McMaster Student Absence Form (MSAF) policy**

- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)
- Rules governing the MSAF are as follows:

The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days. The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.

The 'one MSAF per term' limit is retained.



As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.

Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests\\_for\\_Relief\\_for\\_Missed\\_Academic\\_Term\\_Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

## **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

## **University Policies**

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Privacy Protection**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## ADVISORY STATEMENTS

### ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### COURSES WITH AN ON-LINE ELEMENT

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### ONLINE PROCTORING

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

## ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.