COURSE DESCRIPTION

ANTH 1354 examines the varied language of human expressive culture in a multicultural perspective. The course reviews such topics as human traditions, folkways, folk literature and poetry, folk drama, indigenous literature, architecture, visual art, and religious expressions. The objective of this course is to expand the student’s knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, values, and personal and social responsibility as articulated in the language of expressive behavior.

This semester’s focus is the Politics of the Past. In this course we will focus on representations of archaeology, archaeologists, and the past in popular media. We will explore the differences between academic knowledge, edutainment, and fiction across a various medium to address the following questions: What do our depictions of the past tell us about ourselves? How do these depictions normalize inequalities in the present? What lessons can we take from the past to build a better future?

“Who controls the past controls the future. Who controls the present controls the past” – George Orwell

“There is no past or future, only a multitude of possibilities” – Doctor Who

Learning Outcomes

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

All assigned readings are listed on the course website and are available via the UTRGV library or the course Blackboard site. There is no textbook for the course.

THECB CORE LEARNING OBJECTIVES

ANTH 1354 The Anthropology of Expressive Culture fulfills the core learning objectives in the Language, Philosophy & Culture category. ANTH 1354 focuses on how ideas, values, beliefs, and other aspects of culture express and affect human experience. It explores ideas that foster aesthetic and intellectual creation and expression in order to understand the diversity of the human condition. The LPC Core Objectives addressed in ANTH 1354 are:

Critical Thinking (CT): Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of the information in them to solve challenging problems, to arrive at well-reasoned conclusions, and to develop and explore new questions.

Communication Skills (CS): Students will demonstrate the ability to adapt their communications to a particular context, audience, and purpose using language, genre conventions, and sources appropriate to a specific discipline and/or communication task.

Social Responsibility (SR): Students will recognize and describe cultural diversity, the role of civic engagement in society, and the link between ethics and behavior.

Personal Responsibility (PR): Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Value (pts)</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>15 total</td>
<td>Weekly</td>
</tr>
<tr>
<td>Library Tutorial</td>
<td>5 pts</td>
<td>8/29</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>25 total (5 each)</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Wiki Post &amp; Feedback</td>
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<td>Revised Post</td>
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<tr>
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<tr>
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<td>5</td>
<td>10/06</td>
</tr>
<tr>
<td>Annotated Sources</td>
<td>5</td>
<td>11/3</td>
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<tr>
<td>Final Project</td>
<td>20</td>
<td>12/6</td>
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Grade (pts) | Letter
90-100      | A
80-89       | B
70-79       | C
60-69       | D
Below 60    | F

Attendance & Participation – 15pts

Attendance is critical in this class. Each week we will explore themes from the readings and review materials (such as films) which may be unavailable to you outside of the class meeting. Our discussions of reading themes will deepen your understanding of the topics, which will help you produce more nuanced assignments, which will in turn improve your grade. Reflection on media explored in the classroom will be essential for completing assignments.

Who built the monuments of the past? (Hint: it wasn’t aliens.)
Library Tutorial – 5pts
On Thursday, August 28, Carlton Nelson from the UTRGV Library will provide an instructional session detailing how to find peer-reviewed sources using the library website and how to use the APA citation style. Attendance will be taken and is worth 5 points toward your grade.

Reading & Media Reflections – 25pts
During 5 weeks of the class I will distribute a writing prompt or set of questions that you will use to integrate the various themes and resources we’ve discussed in class that week. They would be most appropriately thought of as practice for the type of synthetic work I will ask you to do in your final project. The word length and format of your response will be specified on each reflection. You will submit your reflections through the link on Blackboard. I recommend that you read the prompt before beginning to read for the week – this will help you identify the main themes as you read. You should then start to draft your response prior to our class meetings, to help you organize your thoughts and prepare for the week’s discussion. Finally, you should incorporate our discussions and the media we examine into your final submission, which is due at 11:59 pm on Sundays for the weeks they are assigned. Each reflection is worth 5pts.

Wiki Post & Feedback – 20pts
You will write a 400-500 word post on the class Wiki, designed to provide information for a “general” audience about a particular archaeological site, method, period, approach, artifact, or archaeologists (I will provide you with a list of suggestions to get started). You must use (and cite) two or more scholarly sources in your post. 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). You will be asked to provide constructive feedback to at least 4 of your classmates on their blog posts. You will be graded on the quality of your comments (are they specific, descriptive, constructive and actionable?) on other students’ posts. Your grade will reflect both the quality of the original post and the effectiveness of your response to the peer reviews. Initial Post 10pts (due 10/06), Peer Feedback 5pts (due 10/13), Revision 5pts (10/27).

Final Project – 35pts
You will work collaboratively with several other students to use any medium you choose (comic, poster, video, pamphlet, website, infographics, board game, etc.) to convey information about an archaeological topic to non-archaeologists. Your team will start by completing a project declaration document that outlines your group members, your topic, and expectations for group members (5pts, due 10/06). Your project needs to utilize at least 5 scholarly sources, and your group will turn in an annotated bibliography of these sources (5pts, due 11/03). Your group will present your project to the class at our final meeting (5pts, due 12/03). 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 for the final component (20pts, due 12/6)

Extra Credit
Extra credit opportunities may be offered at the instructor’s discretion and will be communicated to the class as a whole. There will be no opportunities for individual extra credit.
### Course Requirement | Course Learning Outcomes | Core Learning Objectives
---|---|---
Reading & Media Reflections | 1, 2 | CT, CS, SR, PR
Wiki Post & Feedback | 1, 2, 3, 4 | CT, CS, SR, PR
Final Project | 1, 2, 5 | CT, CS, SR, PR

### SCHEDULE

All readings are available via the included links or on Blackboard. Topics and readings subject to change. Any changes to the syllabus will be communicated to students in class and via the Blackboard site. Readings should be completed for the first class meeting each week.

**WEEK ONE 8/27 & 8/29: Introduction to the course and main themes**
*8/29 Last day to add a course or register for Fall 2019*

*In-Class Thursday August 29: Library Tutorial (5pts)*

**WEEK TWO 9/3 & 9/5: Archaeology as Adventure**


*Due: Reflection 1 (11:59 pm, 09/08)*

**WEEK THREE 9/10 & 9/12: Archaeology as Treasure Hunt**


Reeves, M. (2015). Sleeping with the “Enemy”: Metal Detecting Hobbyists and Archaeologists. *Advances in Archaeological Practice, 3*(3), 263-274. DOI: [https://doi.org/10.7183/2326-3768.3.3.263](https://doi.org/10.7183/2326-3768.3.3.263)

2 blog posts from the Society for Historical Archaeology:


[https://sha.org/blog/2014/05/diggers-making-progress/](https://sha.org/blog/2014/05/diggers-making-progress/)


National Geographic *Diggers* (2015) [https://www.youtube.com/watch?v=UP6WsHHogO8](https://www.youtube.com/watch?v=UP6WsHHogO8)

**WEEK FOUR 9/17 & 9/19: Archaeologists Reach Out**


Bring: An example of an archaeology blog and an archaeology website – be ready to talk about their strengths and weaknesses

*Thursday September 19: brainstorming session for final project topics*

**WEEK FIVE 9/24 & 9/26: Archaeology as Reality TV**


Watch: *Time Team* (original UK version; pick any episode, Seasons 9-12 best https://www.youtube.com/watch?v=yDScJahs4b0&list=PLQxqdjpVmR2SeveUYL8Cna0LBoQAGF36L)

*Due: Reflection 2 (11:59 pm, 09/29)*

**WEEK SIX 10/1 & 10/3: Uncomfortable Truths: Archaeology and Nationalism**


Watch: Film clips on Nazis, Moundbuilders, Atlantis

*Due: Wiki Posts (11:59 pm, 10/06)*
WEEK SEVEN 10/8 & 10/10: Whitewashing the Past (Wiki Feedback due)


*Due: Wiki Feedback (11:59 pm/ 10/13)*

WEEK EIGHT 10/15 & 10/17: Ancient Aliens


*Due: Reflection 3 (11:59 pm, 10/20)*

WEEK NINE 10/22 & 10/24: Egyptomania & Orientalism


*Due: Revised Wikis (11:59 pm, 10/27)*

WEEK TEN 10/29 & 10/31: Culture Collapse


Watch: Apocalypto.

*Due: Reflection 4 (11:59 pm, 11/3)

WEEK ELEVEN 11/5 & 11/7: Women in the Past


*Due: Reflection 5 (11:59 pm, 11/10)*

WEEK TWELVE 11/12 & 11/14: The Complexity of the Past

*November 13 is the last day to drop a course; will count toward the 6-drop rule*


WEEK THIRTEEN 11/19 & 11/21: Class Wrap-Up

Thursday November 21 – NO CLASS – PROJECT WORK TIME

WEEK FOURTEEN 11/26 & 11/28

Tuesday November 26 – NO CLASS – PROJECT WORK TIME
Thursday November 28 – NO CLASS - THANKSGIVING

WEEK FIFTEEN 12/3: Final Presentations

Tuesday December 3 – in-class group final presentations

*Final projects and papers due 5:00 pm Friday, December 6*

COURSE EXPECTATIONS

In this class, you are to take active role in your education. I want you to share your honest reactions to and feelings about the materials. However, there are a few things I would like you to keep in mind. We will be covering material that may challenge your beliefs and values. Because this is a difficult process, I expect you will often disagree with each other. Discussion is expected and necessary for growth. However, abusive and insulting language has no place in this class. While you may not agree with everything said or presented, you owe it to each other to listen carefully and respectfully to other peoples’ views. Remember, you are never graded on your views or your politics, only the degree to which you have engaged with the readings and discussions. Failure to comply with this policy will result in you being asked to leave class.

When sharing your responses to the materials, personal and emotional reactions are legitimate. However, you should connect your reactions to critical and analytic responses. Think critically about your own experience – how does your reaction illustrate the topics we’ve discussed in class/covered in the readings? If you disagree with the author, analyze and use the course materials to explain the author’s argument, and how your viewpoint differs.

I would like to create a learning environment that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, etc.). To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to come and talk with me. I want to be a resource for you.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

To show you’ve read the syllabus in its entirety, and to earn two extra credit point, please email a picture of your favorite archaeology-themed meme to sarah.rowe@utrgv.edu.

Attendance – As adults, you are responsible for ensuring your attendance in class. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. Be aware that I do not generally post lecture notes or slides online. If you miss class, you are responsible for obtaining the information discussed from a classmate. If you miss class and are tempted to ask me if you missed anything important, please stop yourself and assume that everything we discuss or watch in class is important and find a way to obtain the materials from a classmate.

If you miss a class I will happily review the themes with you during my office hours, but it is imperative that you get that day’s notes BEFORE you come to see me so that you can ask appropriate questions (please don’t ask “did I miss anything important?”). Get to know your classmates, they are an important resource!

Name:____________________________________ Contact:______________________  
Name:____________________________________ Contact:______________________
Email and Blackboard – Students are expected to check their email and Blackboard often for class updates. This gives me the capability of giving you last minute reminders and tips. Before emailing/messaging me, be sure to ask yourself this question: “Is it on the syllabus?” Please always include the course designation in your email so that I can respond appropriately.

UTRGV rules require that all email communication between the University and students must be conducted through the students’ official University supplied UTRGV account. This means that I am unable to reply to any email sent from a non-UTRGV account. Do not use gmail, hotmail, yahoo, or any other email addresses for communications regarding this course. If you do not hear back from me within a reasonable timeframe (generally 48hrs), please check and ensure that you sent your email from a UTRGV account. I do not discuss grades over email or telephone. If you wish to discuss test or assignment results, please come to my office hours or book an appointment.

Please remember that, just like you, I have other obligations outside of the university. I will generally only respond to emails during business hours (9am-5pm) on weekdays. Please keep this in mind and plan in advance for inquiries related to assignments and exams or any other time-sensitive event.

Lastly, emails are a form of professional communication so be polite and relatively formal. Consider everything you do here at UTRGV as an audition for your work life after graduation. Everything you write leaves an impression so make sure it’s a good impression. For example, avoid “Hi there,” “Hey,” or “Hey Prof.” Instead, try “Dear Professor/Dr. Rowe” and be sure to proofread for spelling errors or typos.

Copyright and Intellectual Property – The materials used in this course are copyrighted. This includes, but is not limited to, syllabi, exams, in-class activities, review sheets, homework, solutions, class notes, lectures, and supplemental materials. You do not have the right to record me or to copy or distribute these items, unless I specifically grant you permission.

UNIVERSITY POLICIES

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:
Module 1  October 2nd – 8th
Module 2  November 27th – December 3rd
Full Fall Semester  November 14th – December 4th

**SCHOLASTIC INTEGRITY:**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

**SEXUAL MISCONDUCT and MANDATORY REPORTING:**
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:**
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

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<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tr>
<td>Advising Center</td>
<td>BMAIN 1.400 (956) 665-7120</td>
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<td>Career Center</td>
<td>BCRTZ 129 (956) 882-5627</td>
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