

**AN101-03: INTRODUCTION TO ANTHROPOLOGY**





## AN101-03, INTRODUCTION TO ANTHROPOLOGY

### Course Syllabus

#### Section

Tuesday and Thursday: 11am until 12:20pm  
ON CAMPUS  
Room HSS 110

#### Instructor Information

Dr. William (Bill) Jeffery  
[jefferyw@triton.uog.edu](mailto:jefferyw@triton.uog.edu)  
Office: HSS 120A  
Office hours:  
T/T: 1pm to 2pm  
Wed: 10am to 2pm  
Office #: 735 2809  
Cell #: [REDACTED] Whatsapp

#### CATALOG DESCRIPTION

This course is an introduction to anthropology: the comparative study of human beings. The basic principles of archaeology, cultural anthropology, linguistics and physical anthropology are explored as they relate to the study of human beings and to each other as sub disciplines of anthropology.

#### COURSE CONTENT

Anthropology is a particularly relevant field of study, as it affords insights into humankind's past, present and future. For future teachers, anthropologists working in the many applied fields, businesspersons, government workers, health care providers, social workers, and other human service professionals, Anthropology has much to offer in facilitating the kind of personal growth that enables those who study it to function more harmoniously within multicultural environments. Using the four-field approach to Anthropology, AN 101 encompasses lectures, readings, discussions, films, quizzes and other activities as appropriate on various topics and issues in the four fields of Anthropology: Bio-Physical Anthropology; Cultural Anthropology; Linguistic Anthropology; and Archaeology. The course provides a theoretical basis and real-world understanding of human behavior and culture, past life ways and influences, and human cultural diversity.

#### REQUIRED TEXT

For AN101 we employ a required READING PACK that you will be able to download from the AN101 Moodle shell. In addition, you may use **Ember, Carol, Melvin Ember and Peter N. Peregrine, *Anthropology***, (13<sup>th</sup> ed. onwards) but it is not required if you attend the lectures.

## LEARNING OBJECTIVES

<b>AN101 Student Learning Outcomes</b>	<b>AN Program Learning Outcomes</b>	<b>Institutional Learning Outcomes</b>	<b>Gen Ed Tier II: 5 Cultural Perspectives</b>	<b>AN101 Course Assignments</b>
Appreciation and understanding of anthropology as a four-field discipline incorporating diverse perspectives from cultural anthropology, archaeology, linguistics, and biological anthropology	Utilize the concept of cultures as a fundamental organizing concept of anthropology	<p>Mastery of critical thinking and problem solving</p> <p>Effective oral and written communication</p> <p>Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>An appreciation of the arts and sciences</p> <p>An interest in personal development and lifelong learning</p>	Awareness of diverse cultural perspectives	Ass 1,4,5,6
Demonstrated ability to analyze, describe, and explain cultural phenomena in appropriate anthropological formats; capacity to utilize relevant concepts and theory; proficiency in the citation of research, and potential to engage relevant scholarly discourses	<p>Understand the current issues and debates in the subfields of anthropology.</p> <p>Analyze anthropological data in both oral and written forms.</p>	<p>Effective oral and written communication</p> <p>Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>An appreciation of the arts and sciences</p> <p>An interest in personal development and lifelong learning.</p>	Intercultural diversity: ethical components	Ass 2,6
Demonstrated ability to trace and represent unilateral or bilateral descent using standard scientific notation symbols and key; engagement with contemporary local and international archaeological theory and practices; understanding of contemporary debates in human evolution	<p>Collect anthropological data according to generally accepted professional anthropological practices; and</p> <p>Articulate knowledge of the history and theories of anthropology.</p>	<p>Mastery of critical thinking and problem solving</p> <p>Mastery of quantitative analysis</p> <p>Understanding and appreciation of culturally diverse people, ideas and values in a democratic context</p> <p>Responsible use of knowledge, natural resources, and technology</p>	Significance of tolerance, both regionally and globally	Ass 1,2,3

## **ATTENDANCE**

Regular attendance is necessary to pass this course. If, without any explanation, a student misses classes for three weeks consecutively the lecturer may assume they have withdrawn from the course. Please email your lecturer if you are absent due to illness or any other reason. You will find me sympathetic to communication. If a student leaves the class early without prior notice, the instructor will consider this as a missed class.

## **METHODS OF INSTRUCTION**

The method of instruction for the Fanuchānan 2023 course will be on campus face-to-face meetings, utilising lectures, films, group activities, breakout sessions and discussions.

Anthropological films will be shown throughout the semester to introduce the work of leading anthropologists and to expose students to the key concepts and practices of cultural anthropology, linguistics, archaeology and biological anthropology. Each week students should be able to apply the key terms featured in the readings to the class discussions as well as to their written assignments. Speak up in class, ask questions, and make comments when you seek further information relevant to your coursework. If you miss class, look at the lectures and readings in Moodle, and view the films in your own time. For this course, alongside class attendance, students need to put in at least **8 HOURS READING PER WEEK**.

The syllabus is subject to change.

## **ASSIGNMENT SUBMISSIONS**

The assignments **MUST** be submitted on time in Moodle, except those conducted in the classroom. **LATE SUBMISSIONS** or extensions will only be considered if accompanied by a valid reason, for example, a medical certificate. Students who do not submit their assignments by the deadlines without explanation may be assumed to have withdrawn from the course. If your assignment is going to be late or you are going to be absent, then make sure to contact the instructor.

## **ASSIGNMENT CRITERIA**

Assignment grades are based upon the student's ability to demonstrate their knowledge of the AN101 set literature, films and the lecture materials. Each assignment **MUST** directly relate to the AN101 course materials (lectures, readings and films) or it will be considered **IRRELEVANT** and may receive an "F" grade. Do not submit assignments where the primary reference is to other disciplines. All your writings must include a list of references and identified in the body of the text (see below for style).

## **PLAGIARISM**

The term "plagiarism" includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course, the penalty for plagiarism will result in no credit for the assignment and possible failure in the course.

The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in

research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly.

**Example of attribution language:**

*“The author generated this text in part with GPT-3, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”*

*Avoid statements such as, “chatGPT knows...”, or “ChatGPT thinks...”; instead, use “According to chatGPT...” or “ChatGPT’s output...”.*

**COMMUNICATION/EMAIL POLICY**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36).

**ADA ACCOMMODATION SERVICES**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2505/2460.

**STATEMENT TO GUARD MEMBERS**

If you are a Guard member and apply to be deployed during the semester, in order to be given any accommodation or an incomplete grade, you *must* discuss your situation with the instructor personally *before* you apply. If you apply for deployment without bringing it to the instructor's attention in advance, no accommodations will be made under any circumstances. If, on the other hand, you see your instructors in advance, they will discuss your situation with you and we will see what can be done. Keep in mind, however, that the final decision about whether or not accommodations will be allowed, or an incomplete grade given, is at the instructor’s discretion, and is therefore not guaranteed.

**TOBACCO-FREE CAMPUS**

Tobacco-free/Smoke-free campus: UOG is a tobacco-free campus. Thank you for not using tobacco products on campus, and for helping make UOG a healthy learning and living environment.

**WRITING STANDARDS**

You must submit your assignments in Moodle. Essays must be TYPED. Use standard A4 format, double-spaced, with half-inch margins. Type in Times New Roman, size 12 font. Footnotes should be used sparingly and appear at the bottom of the page concerning the note (and not be bunched together at the end). Make sure to turn the grammar check and the spell check on. Cite websites in the footnotes only; do not include them in your list of references.



**The referencing style is the Chicago Manual of Style: Author-Date System:**

[https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

Cite the Author and Date in the text and provide a full reference list in alphabetically order at the end of your writing using: Author, Date, Title of Publication, or Article and Journal, Place, Publisher.

## **A GUIDE TO STRUCTURING, ORGANIZING AND WRITING EXPOSITORY ESSAYS**

*Adapted from Dean James Sellmann, College of Liberal Arts, UOG.*

Read over the essay question carefully; and select examples from the material that you both know the most about and are the most interested in answering. First, review the reading material and lecture notes. Then, begin to structure your ideas by writing an outline, i.e. make a plan of action in order to carry out your intended aim. Reread the question carefully and draw out the point that it is asking you to make. Then, reformulate that part of the question to make your thesis statement. Each essay is governed by a proposal or thesis statement that clearly states the point to be argued and hopefully proved in your essay.

### **A. Thesis: state the aim of your essay. (15% of essay grade)**

In the first paragraph of your essay, you should give your thesis statement, that is, what you intend to prove in writing your essay. For example, say something like the following: “In this essay I show that people need to learn from history’s lessons to better plan for the future,” or “I argue that Turner’s view of liminality is the most reasonable, because of these points x, y, z,” or “I argue that view Z is insupportable given points A, B, C,” or create your own thesis statement.

### **B. Body: execution of your plan. (70% of essay grade)**

Carry out the plan as already stated, which should include:

1. Definition & clarification of key terms;
2. Helpful distinctions for understanding your view;
3. Statement of your view with examples to illustrate it;
4. Give arguments &/or discuss the evidence which supports your view.
5. Most importantly, state any supporting evidence and discuss how well your arguments and evidence support your view. In other words, examine your own view in a critical manner pointing out any possible counter evidence to your view and deal with such counter evidence. Be sure to criticize your thesis and counter that criticism.

### **C. Conclusion. (15% of essay grade)**

With respect to the issue at hand, (1) state, and (2) discuss what your view brings out or points to, and (3) discuss why and how your view seems to follow from your reasoned and supported discussion.

**Enrollment Key: an10103stu2025**

## COURSE CALENDER

### WEEK 1.

**23 JANUARY:** LECTURE: WELCOME TO COURSE, INSTRUCTOR AND STUDENT INTRODUCTIONS

### WEEK 2.

**28 JANUARY:** LECTURE, WHAT IS ANTHROPOLOGY?

**30 JANUARY:** FILM AND DISCUSS READINGS

### READINGS

**Strang, V. 2009. Introduction** In *What Anthropologists Do*. Oxford: Berg.

**Salzman, P. 2003. What Anthropologists Are Looking For: Patterns.** In Salzman and Rice, (eds.) *Thinking Anthropologically*, 7-15. New Jersey: Prentice Hall.

### FILM:

***Franz Boas: The Shackles of Tradition:***

<https://www.youtube.com/watch?v=GOvFDioPrMM>

*\*\*This documentary provides a visual introduction to the foundation of American four-field anthropology. Viewing this film the student should be able to locate the origins of four-field anthropology and specify why each field is required for a science of culture.*

### WEEK 3.

**4 FEBRUARY:** LECTURE, AUSTRALOPITHECINES & THE FIRST BIPEDS

**6 FEBRUARY:** FILM AND DISCUSS READINGS

### READINGS

**Nengo, I. 2018. Great Ape Haters.** *Anthropology News*, 59 (5): 3-5.

*\*\*On racist tweets, evolutionary misconceptions, and his ancient ape skull discovery.*

**Von Arsdale, A. 2018. Through Dappled Light.** *Anthropology News*, 59 (5): 6-9.

*\*\*An introduction to Homo Naledi.*

**Athreya, S. 2018. Picking a Bone with Evolutionary Essentialism?** *Anthropology News*, 59(5): 10-13.

*\*\*Argues that data challenges the idea of a single ancestral population for all humans.*

### FILM: Becoming Human, Episode 1:

<https://www.youtube.com/watch?v=UFu7yghK9GQ&list=PLLoRNYgorqAm6g8udHKvGXEBwfjFG1keD>

### WEEK 4.

**11 FEBRUARY:** LECTURE, EARLY HOMINIDS AND THE EMERGENCE OF MODERN HUMANS

**13 FEBRUARY:** FILM, DISCUSS READINGS, AND ASSIGNMENT 1

## READINGS

**Kissel, M. 2018. Where Do We Come From?** *Anthropology News*, 59(5): 15-17.

*\*\*Make the case that non-modern humans were more complex and artistic than previously thought.*

**Sang, Hee Lee. 2018. Where Do We Come From?** *Anthropology News*, 59(5): 18-20.

*\*\*Argues that data challenges the idea of a single ancestral population for all humans.*

<https://edition.cnn.com/2021/12/22/world/year-of-ancient-human-discoveries-scn/index.html>

*Six new discoveries in 2021*

**FILM: Becoming Human, Episode 3:** <https://www.youtube.com/watch?v=a0w6TKiJRU0>

**ASSIGNMENT 1:** Test, Multiple Choice, True/False answers based on Lecture, Readings, Film, and Discussion from Weeks 2-4. **Assignment 1 will be conducted in the classroom from 10:20am to 10:40am and marked before 10:50am on the 13<sup>TH</sup> FEBRUARY.** You must attend the class and do the assignment in the classroom on this date, no exceptions, unless a valid reason is made and approved in writing **BEFORE** the test. **Worth 10% of overall grade.**

## WEEK 5.

**18 FEBRUARY:** LECTURE, LANGUAGE & NON-VERBAL COMMUNICATION

**20 FEBRUARY:** FILM AND DISCUSS READINGS

## READINGS

**Lakoff, G., and Johnson, M. 1980. Metaphors We Live By.** Chicago: Chicago University Press. pp 3-9; 46-51; 229-238.

**Salzmann, Z. 1998. Non-Verbal Communication and Writing.** In *Language, Culture and Society: An Introduction to Linguistic Anthropology*, 233-256 2 ed. Westview.

**FILM: The Amazon Code: The Grammar of Happiness**

<https://www.youtube.com/watch?v=5NyB4fIZHeU>

**Assignment 2:** Watch the film, the Amazon Code: A Grammar of Happiness, then generate AI text, and also write a 500-word Critical Review of film in your own words.

**FILM: The Amazon Code: The Grammar of Happiness**

<https://www.youtube.com/watch?v=5NyB4fIZHeU>

*The are 2 sections/submissions to this assignment, Firstly:*

*1. After watching the film, in an AI writing generator application, such as Gemini in Chrome, ask it to write a 500-word Critical Review of the film, the Amazon Code: A Grammar of Happiness and submit it through Turnitin in this Moodle Assignment. **SUBMIT by 6pm, 24<sup>th</sup> February.***

**AND SECONDLY**



2. In your own writing, compile a 500-word Critical Review of the film, the Amazon Code: A Grammar of Happiness and submit it through Turnitin in this Moodle Assignment. **SUBMIT by 6pm, 3<sup>rd</sup> MARCH, 2025.**

**You must refer to the AI generated version as a comparison, the pros and cons of using AI, with what your view of the film was AND YOU MUST CITE ANY AI TEXT USED IN YOUR WRITING (SEE SYLLABUS AS TO HOW TO CITE AI TEXT). IF YOU DON'T CITE AI OTHER TEXT USED, THIS IS PLAGARISM AND WILL RESULT IN 0 GRADE.**

**A critical review is not just a reflection of the film. In a couple of opening sentences introduce the film: give the title, what it is about, location, and the main characters.**

**Next, and in a separate paragraph put forward the main arguments developed, and the evidence in support of this.**

**You should then, in a further paragraph put forward your critique of these arguments, and you must support it with evidence, not just state your opinion, together with a concluding sentence.**

**ASSIGNMENT WORTH 25% AND YOU MUST COMPLETE AND SUBMIT THE 2 FILES TO GAIN 25%.**

#### WEEK 6.

25 FEBRUARY: LECTURE, CULTURAL ANTHROPOLOGY  
27 FEBRUARY: FILM AND DISCUSS READINGS

#### READINGS

**Bourgeois, P. 1989. Crack in Spanish Harlem. *Anthropology Today*, 5(4): 6-11.**

**\*\* Reading this article leads to an understanding of the applied application of cultural anthropology to real life problems of drugs and violence. You can relate this article to your own real life experience (or to that of others you know or have heard or read about in the Guam community).**

**Steffen, M., & Constable, N. 2021. Reflections on a 30-year trajectory with feminist anthropology <https://www.anthropology-news.org/articles/nicole-constable-feminist-anthropologist/>**

**Film: Strangers Abroad: Off the verandah: <https://www.youtube.com/watch?v=zjCMOpnx6r8>**

#### WEEK 7.

4 MARCH: LECTURE, FAMILY & KINSHIP  
6 MARCH: FILMS AND CLASS DISCUSSION

#### READINGS

**Helmig, T. 1997. The Concept of Kinship on Yap and the Discussion of the Concept of Kinship. *Journal of Anthropological Research*, 53(1): 1-15**

**\*\* Why does the author find Schneider's concept of kinship on Yap questionable?**

**Tolentino, D. 2021.** Ancient CHamoru Kinship and Land Tenure. Guampedia:  
<https://www.guampedia.com/ancient-chamorro-kinship-and-land-tenure/>

**Films: From the Alexander Street Online video database on UOG website**

**1. ‘Without Fathers or Husbands,’ a film by Cai Hua 1995**

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C1879583](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1879583)

**2. ‘Yanomamo, A Man Called “Bee”: Studying the Yanomamo,’ 1932-1994**

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C764390](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C764390)

**ASSIGNMENT 3: KINSHIP CHART:** Draw a kinship chart of your own lineage. Provide a legend for the chart, name each individual, and specify his or her location of origin. You must include all these aspects, and it needs to be a clear and legible chart, with your name, to receive full marks. **Submit in Moodle by 6pm on 16<sup>th</sup> March 2025.** Charts will not be accepted for marking after the deadline without a valid reason in writing and approved before the deadline. **Worth 15% of total grade.**

#### **WEEK 8.**

**11 MARCH:** LECTURE, GENDER AND SEXUALITY

**13 MARCH:** FILM, DISCUSS READINGS

#### **READINGS**

**Groes-Green, C. 2013.** To Put Men in a Bottle: Eroticism, Kinship, Female Power, and Transactional Sex in Maputo, Mozambique. *American Ethnologist* 40(1): 102–117.

**Moral, B. 2002.** Erotic Legends and Narratives in Chuuk, Micronesia. *Micronesian Journal of the Humanities and Social Sciences*, 1 (1): 26-38.

**FILM: ‘Margaret Mead: An Observer Observed’ (Alexander Street Video database):**

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C1689354](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1689354)

#### **WEEK 9.**

**17-21 MARCH:** FALL BREAK

#### **NO CLASSES**

#### **WEEK 10.**

**25 MARCH:** LECTURE, RELIGION, SORCERY & WITCHCRAFT

**27 MARCH:** FILM, BREAKOUT AND DISCUSS READINGS

#### **READINGS**

**Crumrine, N. R. 1982.** Praying and Feasting: Modern Guamanian Fiestas. *Anthropos* 77: 89-112.

*\*\* This journal article introduces Guam as a field site for anthropological investigation.*

*Please read and critically consider the relevance and accuracy of Crumrine’s findings as they apply to your own understanding of religion and fiestas on Guam.*

**Dernbach, K.B. n.d. Spirits of the Hereafter: Death, Funerary Possession, and the Afterlife in Chuuk, Micronesia. *Ethnology* 44(2): 99-123**

*\*\* This article reveals the practices of spirit possession operating within the context of contemporary Chuuk. Do you consider discussions of archaic practices in the ethnographic present as ethnocentric?*

**FILM: “‘Inside the Medieval Mind’ Episode 3 Belief” Alexander Street Video database:**  
[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C4085281](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C4085281)

#### **WEEK 11.**

**1<sup>ST</sup> APRIL:** LECTURE, ARCHAEOLOGY OVERVIEW

**3<sup>RD</sup> APRIL:** FILM AND DISCUSS READINGS

#### **READINGS**

**Butzer, K. 1980. Context in Archaeology: An Alternative Perspective. *Journal of Field Archaeology*, 7(4), 417-422. doi:10.2307/529520**

**Schofield, J. 2010. Archaeology and contemporary society: Introduction. *World Archaeology*, 42(3), 325-327. Retrieved July 25, 2020, from [www.jstor.org/stable/20799429](http://www.jstor.org/stable/20799429)**

**King, T. 1978. Chapter IV, Basic Survey Methods. In: *The Archaeological Survey: Methods and Uses*, pp 17-26**

#### **FILMS:**

**Pompeii:** <https://www.youtube.com/watch?v=NOEBVWc8crI> 48 min

**House reconstruction:** <https://www.youtube.com/watch?v=RSd8f5780GM> 6 min

**Reconstruction outside:** <https://www.youtube.com/watch?v=pJmmzD4CG7k> 5 min

#### **WEEK 12.**

**8 APRIL:** LECTURE, ARCHAEOLOGY IN MICRONESIA

**10 APRIL:** FILM AND DISCUSS READINGS

#### **READINGS**

**Carson, M.T. 2014. Conclusions and Implications of Earliest Marianas Sites. In: Carson, M.T., 2014, *First Settlement of Remote Oceania*, pp 135-147. Springer Briefs in Archaeology.**

**Hunter-Anderson, R. 2013. What caused people to first come to the Marianas c. 3,500 years ago? Paper presented at the 2nd Marianas History Conference, ‘One Archipelago, Many Stories: Integrating Our Narratives. August 30-31, 2013, University of Guam’, 1-22. [https://issuu.com/guampedia/docs/mhc\\_history\\_bookpdf](https://issuu.com/guampedia/docs/mhc_history_bookpdf) (accessed 12/10/2016).**

#### **Films**

**Nan Madol:** <https://www.youtube.com/watch?v=0fdreKvuqgs>

**Rapa Nui:** <https://www.youtube.com/watch?v=rut16-AfoyA>

**ASSIGNMENT 4:** Test, Multiple Choice, True/False answers based on Lectures, Readings, Film, and Discussion for Weeks 11, 12. **Assignment 4 will be conducted in the classroom from 12 Noon to 12:100pm and marked before 12:20pm on the 10<sup>th</sup> April.** You must attend the class and do the

assignment in the classroom on this date, no exceptions, unless a valid reason is made and approved in writing **BEFORE** the test. **Worth 10% of overall grade.**

**WEEK 13.**

**15 APRIL:** POSTER WORKSHOP

**17 APRIL:** POSTER WORKSHOP

This week will be used to formulate ideas and begin the development of an academic poster. During the class meeting, we will discuss the aims of an academic poster and consider examples in their development. Each student will develop a poster on a theme of your own choice. It could be an archaeological site, a group of people and their language, Homo Erectus, examples of ethnographic work, but not a case study/site we have discussed in class. It must be an anthropological topic, and you will need to research the topic. It should be a coherent, succinct, well-illustrated summary that shows how you have developed the ability to analyze, describe, and explain cultural phenomena in an appropriate anthropological format. This is for ASSIGNMENT 6, to be submitted by 6pm on 10 May and for you to do a ONE-minute presentation on either the 13<sup>th</sup> or 15<sup>th</sup> May.

The poster should all fit on ONE POWER POINT SLIDE (PPP) that must be scaled at 90cm WIDE by 60cm HIGH, i.e. LANDSCAPE format.

It must have a heading, your name and affiliation. You need to write a minimum of 60 words under each of the following headings (excluding site location where you use a map and small amount of text):

- INTRODUCTION, general information about your poster and what it covers;
- LOCATION, if incorporating countries, regions or sites you need to include ONE or more maps and a small amount of text;
- DESCRIPTION OF THE SITE/GROUP/THEME;
- BACKGROUND (e.g. HISTORICAL, SOCIAL, CULTURAL);
- SIGNIFICANCE OF THIS SITE/THEME (why is it important?);
- WHAT HAS BEEN LEARNT FROM YOUR ANTHROPOLOGICAL STUDY;
- SOURCES OF INFORMATION.

You must include 3-4 illustrations/photographs in your poster with captions, and they should be of good quality/resolution for the poster when shown at full size.

We will look at various examples in how to develop an effective poster, and some examples of posters already developed in previous classes and from some conferences.

**WEEK 14.**

**22 APRIL:** NO CLASS

**24 APRIL:** NO CLASS

**25 APRIL:** **EXCURSION TO RITIDIAN**

**ASSIGNMENT 5: CAVE DRAWING & ANALYSIS (15% of total grade).**

**We will visit the Ritidian Wildlife Refuge on Friday 25 APRIL at 9:00am**

Your assignment is to sketch an accurate representation of one pictograph in the cave you will see on our excursion. Accompany the drawing with two paragraphs of text relating what you think the drawing symbolizes in context with the history of the area, look for readings in Guampedia and in the Carson 2012 reading.

**Submit into Moodle by 6pm, 3 MAY, 2025.**

**Late drawings & interpretations are unacceptable without valid reason BEFORE the due date**

#### WEEK 15.

**29 APRIL:** MARITIME ARCHAEOLOGY IN MICRONESIA

**1 MAY:** MARITIME ARCHAEOLOGY IN MICRONESIA

#### READINGS

**Jeffery, B. 2014. The Underwater Cultural Heritage of the Federated States of Micronesia.** In: Van Tilburg, H., Tripathi, S., Walker Vadillo, V., Fahy, B., and Kimura, J. (eds.), *Proceedings of the 2<sup>nd</sup> Asia-Pacific Conference on Underwater Cultural Heritage*. accessed January 10, 2015, <http://www.themua.org/collections/items/show/1589>

**McKinnon, J., Mushynsky, J. and Cabrera, G. 2014 A Fluid Sea in the Mariana Islands: Community Archaeology and Mapping the Seascape of Saipan.** *J Mari Arch*, 9: 59-79

#### Films:

MARY ROSE: <https://www.youtube.com/watch?v=ns8Ej22hKVk>

Vasa shipwreck: [https://www.youtube.com/watch?v=UUT\\_qfIoR8](https://www.youtube.com/watch?v=UUT_qfIoR8)

#### WEEK 16.

**6 MAY:** LECTURE, ETHICS & APPLIED ANTHROPOLOGY

**8 MAY:** WATCH FILM AND DISCUSS READINGS

#### READINGS

**Sillitoe, P. 2007 Anthropologists only Need Apply: Challenges of Applied Anthropology.** *J Roy Anth Inst* 13.1: 147-165

**FILMS: Indigenous Archaeologies:** <https://www.youtube.com/watch?v=2pOUkrAQ66M>

**FILM: FRAGILE EARTH, THE GODESS AND THE COMPUTER**

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C1871110](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1871110)

#### WEEK 17.

**13 MAY:** WRAP UP & BEGIN PRESENTATION OF POSTERS

**15 MAY:** PRESENTATION OF POSTERS

**Assignment 6: THE POSTER**, which you started developing in Week 13 must be **submitted onto Moodle by 6pm, 10<sup>th</sup> May.**

**On the 13<sup>th</sup> & 15<sup>th</sup> May**, you will do a ONE-minute presentation in the classroom of your poster. You must do the presentation on the classroom on one of these dates, no exceptions, unless a valid reason is made and approved in writing **BEFOREHAND**. The presentations will be conducted according to alphabetical order of surname. You must submit the poster onto Moodle by the due date, and conduct the 1-minute presentation to obtain full marks. Again, your poster should be a coherent, succinct, well-illustrated summary that shows how you have developed the ability to analyze, describe, and explain cultural phenomena in an appropriate anthropological format. **Worth 25% of the total grade.**

**WEEK 18.****20 May:** FINALS WEEK MEETING**22 May:** FINALS WEEK MEETING

**NO EXAMS IN THIS COURSE, THE COURSE GRADE IS BASED ON THE ASSIGNMENTS**

**GRADED ASSIGNMENTS SYNOPSIS**

<i>ASSIGNMENT</i>	<i>TASK</i>	<i>IN CLASS DUE DATE</i>	<i>PERCENTAGE OF TOTAL GRADE</i>	<i>PAGE IN SYLLABUS</i>
<b>1. TEST</b>	Multiple choice test	13 Feb.	10%	7
<b>2. LINGUISTICS FILM</b>	Write a 500-word critical review of the film, as well as AI generated text—compare	24 Feb until 3 Mar.	25%	7
<b>3. KINSHIP CHART</b>	Draft a kinship chart of your own lineage. Provide a legend and other details in accordance with the requirements stated in the syllabus	16 Mar.	15%	8
<b>4. TEST</b>	Multiple choice test	27 Mar.	10%	9
<b>5. Ritidian Excursion and pictograph drawing and interp.</b>	Participate in Excursion and draw pictograph and write interpretation	25 Apr.	15%	10
<b>6. POSTER</b>	Develop and present an academic style poster in accordance with the requirements in the syllabus	13 & 15 May.	25%	12

**GRADE ALLOCATION**

The final grade awarded will appear as a letter, representing the following marks:

A+ Outstanding, 98-100



A	Excellent, 93-97
A-	Approaching Excellent, 90-92
B+	Very Good, 87-89
B	Good, 83-86
B-	Approaching Good, 80-82
C+	Above Average, 77-79
C	Average, 70-76
D	Marginal, 60-69
F	Fail, Below 60
UW	Unofficial withdrawal assigned by Registrar—stopped attending class and did not submit required documents. It will become an F and has a greater impact on the student's financial aid than an assigned F grade because it shows non-attendance, no attempt to complete the course.
W	Withdrawal assignment by the Registrar—stopped attending class and submitted required documents.