

AN370-01: PRESERVING CULTURAL HERITAGE





FAÑOMNÅKAN 2025

AN370-01 PRESERVING CULTURAL HERITAGE

Course Syllabus

Fañomnåkan 2025

Tuesday & Thursday: 4:00pm to 5:20pm
On Campus
Room HSS 110

Instructor Information

Dr. William (Bill) Jeffery

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Office: HSS 120A

Office hours:

T/T: 1 - 2pm

Wed: 10am – 2:00pm

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CATALOG DESCRIPTION

What is “cultural heritage”? Using examples from different parts of the world, as well as in Guam, this course aims to give students a critical understanding of heritage conservation from an anthropological perspective.

COURSE RATIONALE AND CONTENT

- Why are human beings interested in their past? Is heritage “invented”? The origin and development of heritage conservation will be explored and discussed.
- Debates on heritage preservation and management:
 1. Do we need to preserve cultural heritage? Is it an important part of human identity? Is heritage conservation a social elite business or do communities implement it as part of their daily living?
 2. Is intangible cultural heritage a significant aspect, important to preserve and how do we do this?
 3. Who owns the cultural heritage, and who has the right to decide what should be preserved, and how to preserve it?
 4. International principles and local cultures, globalization and localization: the preservation of cultural heritage in different political, economic and social contexts/countries—should there be “universal principles and philosophy” for

heritage conservation? Is there a so-called “best practice”? Who has the right to decide what is “the best practice”?

5. The use and abuse of cultural heritage.

- Heritage and indigenous people’s rights.
- The future of human beings’ past: can heritage be preserved at all?

The course will introduce basic concepts and cultural contexts of the occurrence and development of cultural heritage conservation in the world, and in Guam, and discuss important issues in this field, including the economic, social and political meanings of heritage in contemporary societies, the impetus of preserving heritage, and the use of heritage as a social and political implement by the state, scholars, and different communities for their own interests. The course will involve heritage practitioners, heritage sites and intangible cultural heritage in Guam to provide how preserving cultural heritage is implemented in Guam, and in the United States context.

REQUIRED TEXT

For AN 370, I employ a READING PACK that you will be able to download from the AN 370 Moodle shell, including this volume: **Liston, J., Clarke, G., Alexander, D., (Eds.), 2011, *Terra Australis 35, Pacific Island Heritage*, Australian National University Press, Canberra**, which has several interesting articles.

LEARNING OBJECTIVES

AN370 Student Learning Outcomes	AN Program Learning Outcomes	Institutional Learning Outcomes	Gen Ed Tier II: 5 Cultural Perspectives	Course Assignments
Understand the current issues and debates in Preserving Cultural Heritage	Utilize the concept of cultures as a fundamental organizing concept of anthropology Articulate knowledge of the history and theories of anthropology	Mastery of critical thinking and problem solving Effective oral and written communication Understanding and appreciation of culturally diverse people, ideas and values in a democratic context An appreciation of the arts and sciences An interest in personal development and	Awareness of diverse cultural perspectives	Ass 1,2,3,5

		lifelong learning		
<p>Apply the concept of cultural identity as a fundamental organizing concept of Preserving Cultural Heritage</p> <p>Articulate knowledge of the history and theories of Preserving Cultural Heritage</p>	<p>Understand the current issues and debates in the subfields of anthropology.</p> <p>Articulate knowledge of the history and theories of anthropology</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>	<p>Intercultural diversity: ethical components</p>	<p>Ass 1,2,4,6,7</p>
<p>Understand the processes used when implementing Cultural Heritage Management according to accepted professional practices</p> <p>Demonstrate critical thinking, and the ability to record, analyze, evaluate and report on Preserving Cultural Heritage activities</p>	<p>Collect anthropological data according to generally accepted professional anthropological practices; and</p> <p>Analyze anthropological data in both oral and written forms.</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>	<p>Significance of tolerance, both regionally and globally</p>	<p>Ass 1, 2,3,5,7</p>

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 will be face-to-face with some possible online combination of online meeting, and some guest lectures, utilising films, group activities, breakout sessions and discussions, in addition to some site survey work.

Cultural Heritage related films will be shown throughout the semester to introduce the work of leading experts and to expose students to the key concepts of cultural heritage and its management. 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 then do the readings, 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**. Particulars of the syllabus are subject to change with the possibility of fieldtrips.

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 AN370 set literature, films and the lecture materials. Each assignment **MUST** directly relate to the AN370 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 page 7 for the writing and referencing 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...”.

ONLINE ETIQUETTE (NETIQUETTE)

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Students should turn on their video but mute their voice unless asked or wanting to speak. Signify that you want to speak by sending a chat message.
- Breakout sessions should be similarly managed.
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message. Use good grammar and spelling, and avoid using text messaging shortcuts.

Recording of online class meetings is not allowed by students. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

Students are expected to respect the privacy of everyone in the class:

- They cannot save audio or video of class sessions on their devices, and are not allowed to take screen shots of other students in the class or the instructor, or upload these screen shots in any social media platform.
- They cannot record any video or audio of class discussions, or upload these files in any social media platform.

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

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Disability Support Services office to discuss your specific accommodation needs confidentially. You will need to provide me with a Faculty Notification letter from the DSS counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #6, ph/TTY: 735-2460, or uogdss@triton.uog.edu to coordinate your accommodation request.

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

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.

The Moodle Key is AN370sp24wj01

COURSE CALENDER

WEEK 1.

18 JANUARY: WELCOME TO COURSE, INSTRUCTOR AND STUDENT INTRODUCTIONS

WEEK 2.

22 JANUARY: LECTURE, WHAT IS CULTURAL HERITAGE?
24 JANUARY: FILMS AND DISCUSS READINGS

READINGS

- Smith, L. 2006. *Uses of Heritage*, Chapter 1. London and New York: Routledge.
- Liston, J., Clarke, G., Alexander, D. 2011. Pacific Island Heritage: An overview. In: Liston, J., Clarke, G., Alexander, D., (Eds.), *Terra Australis 35, Pacific Island Heritage*, Australian National University Press, Canberra

FILM

- Why is heritage our future
<https://www.youtube.com/watch?v=xbo1FWkwQOM>
- Somalian archaeologist
<https://www.youtube.com/watch?v=V4UQYem6Dvc>
- Intangible Cultural Heritage
<https://www.youtube.com/watch?v=d9ZHj4ihTog>
- The Value of Heritage: https://www.youtube.com/watch?v=K1_f-GqaHHo

WEEK 3.

30 JANUARY: LECTURE, RECORDING CULTURAL HERITAGE AND CULTURAL LANDSCAPES
1 FEBRUARY: FILM AND DISCUSS READINGS

READINGS

- King, T. 1978. Chapter IV, Basic Survey Methods. In: *The Archaeological Survey: Methods and Uses*, pp 17-26.
- Bierbaum, C.A. 1994. Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes. Preservation Bulletin 36. USA National Park Service

FILM: Silk Road Episode 3

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C4035832

ASSIGNMENT 1: Test, Multiple Choice, True/False answers based on Lecture, Readings, Film, and Discussion in Weeks 2 & 3. **Assignment 1 will be conducted in the classroom**

from 4:50pm to 5:10pm and marked before 5:20am on the 1st 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 4.

6 FEBRUARY: LECTURE: DOES PRESERVING CULTURAL HERITAGE ASSIST IN PROVIDING A CULTURAL IDENTITY?
8 FEBRUARY: FILM AND DISCUSS READINGS

READINGS

- Harvey, D.C. 2001. Heritage Pasts and Heritage Presents: temporality, meaning and the scope of heritage studies. *International Journal of Heritage Studies*, 7.4
- Hau'ofa, E. 1994. Our Sea of Islands. *The Contemporary Pacific*, 6.1: 148-161. Accessed online August 17
<https://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/12960/v6n1-148-161-dialogue.pdf>

FILMS

- The modern maze of Cultural Identity
<https://www.youtube.com/watch?v=-1dFU4ktNfg>
- Shaping our identity and culture
<https://www.youtube.com/watch?v=fTt8jdK1lGI>
- Cultural Heritage and Identity
<https://www.youtube.com/watch?v=0AN3eeO94Wg>
- Cultural Heritage is the Root of Identity
<https://www.youtube.com/watch?v=TLCoBF8mSI>

WEEK 5.

13 FEBRUARY: LECTURE, UNDERSTANDING AND INTERPRETING THE MULTI-VOCALITY OF HERITAGE
15 FEBRUARY: FILM AND DISCUSS READINGS

READINGS

- Dayananda, A. 2014. Reading of the contemporary social consciousness through the shipwreck Earl of Shafstbury. In Proceedings of APCONF 14.
- Jeffery, B. 2011. Rocks Wrecks and Relevance: Values and Benefits in Maritime and Underwater Cultural Heritage. In: *Proceedings of the Inaugural Asia-Pacific Regional Conference on Underwater Cultural Heritage. Asian Academy for Heritage Management*. Manila, Philippines. pp. 527-539. Available online
<http://www.themua.org/collections/items/show/1251>
- White, G. 2001. Public History and Globalization: Ethnography at the USS Arizona Memorial. *CRM*, 5: 9-13

‘On China, Heritage’ movie:

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C4065
187 23 mins

‘Rainbow Serpent, Series 1, Episode 4, Sacred Sites’ 27 mins

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2446
330

ASSIGNMENT 2: In 400 words, describe what multivocality of cultural heritage means, why it should be recognised, and how does it relate to cultural identity. **Submit to Moodle by 6pm on 23rd February.** Late submissions not accepted, unless a valid reason is made in writing BEFORE the due date. **Worth 10% of overall grade.**

WEEK 6.

20 FEBRUARY: GUEST LECTURER, DAVE LOTZ
US NATIONAL HISTORIC PRESERVATION ACT
22 FEBRUARY: FILM AND DISCUSS READINGS

READINGS

- King, T.F. 2006. How Micronesia changed the US Historic Preservation Program and the Importance of keeping it from changing back. In: *Journal of the Humanities and Social Sciences*, 5:1/2: 505-516.
- National Historic Preservation Act of 1966
<https://www.nps.gov/history/local-law/nhpa1966.htm>

WEEK 7.

27 FEBRUARY: GUEST LECTURER, DAVE LOTZ
SECTION 106 OF THE US NATIONAL HISTORIC PRESERVATION ACT
29 FEBRUARY: BREAKOUT AND CLASS DISCUSSION

- King, T. 2016. Perspectives from the Field: Cultural Resources in Environmental Impact Assessment. Published online by Cambridge University Press: 29 July 2016. doi:10.1017/S1466046616000235
- NHPA Section 106 and Tribes: A look back and paths forward
<https://forum.savingplaces.org/blogs/special-contributor/2015/03/13/nhpa-section-106-and-tribes-a-look-back-and-paths-forward>

ASSIGNMENT 3: Write a 600-word summary of the National Historic Preservation Act and the Section 106 process. How effective is this Act and the 106 process in protecting and preserving Guam’s cultural heritage? **Submit to Moodle by 6pm on 8th MARCH.** Late submissions not accepted, unless a valid reason is made in writing BEFORE the due date. **Worth 15% of overall grade.**

WEEK 8.

5 MARCH:	LECTURE, ARCHITECTURAL MONUMENTS AND ENVIRONS – FUNCTIONS, ISSUES AND PROBLEMS IN MANAGEMENT
7 MARCH:	NO CLASS (CHARTER DAY)

READINGS

- Lambrinou, L. 2010. Preserving a Monument: The example of the Parthenon. *Conservation and Management of Arch.Sites* 12 (1) 60-72.
- Australia ICOMOS.1999. The Burra Charter. The Australia ICOMOS Charter for the Conservation of Places of Cultural Significance. Australia ICOMOS.
Accessed online: <https://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf>

FILMS

<https://www.youtube.com/watch?v=LWepXTUb2W0> How architecture can revive identity, community and purpose

<https://www.youtube.com/watch?v=x0MnGZ1gB4k> An architect that designs for social impact

<https://www.youtube.com/watch?v=DbS-vL7VZdo&t=7s> Historical Preservation, a radical conservative liberal concept

WEEK 9.

12 MARCH:	LECTURE, MANAGING AND INTERPRETING ARCHAEOLOGICAL REMAINS: INSITU CONSERVATION vs. EXCAVATION
14 MARCH:	FILM, BREAKOUT AND DISCUSS READINGS

READINGS

- Fouseki, K., & Sandes, C. 2009. Private Preservation versus Public Presentation: The Conservation for Display of In Situ Fragmentary Archaeological Remains in London and Athens. *Papers from the Institute of Archaeology* 19: 37-54.
- European Commission. 2007. Managing Archaeological remains in towns and cities from discovery to sustainable display. In APPEAR.

FILM

The secret of the temple of Angkor

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2204347

WEEK 10.	NO LECTURES, SEMESTER BREAK
19 MARCH	
21 MARCH	

WEEK 11.

26 MARCH: NO CLASS

28 MARCH: NO CLASS

30 MARCH: **SATURDAY: FIELD EXCURSION TO A 'SITE' OF YOUR CHOICE**

ASSIGNMENT 4: As a group, select a cultural heritage site, or intangible cultural heritage (living heritage), or a cultural landscape on Guam, that we visit on Saturday 30 March (9-12noon), which we record, and you document into a report. You may need to revisit the site during the process of compiling your report. You need to compile a report that includes, maps, photographs, historical and/or oral history research, altogether with 2,000-word text that:

- Describe the heritage
- Provide a location and environmental context of the heritage
- Document the dimensions, extent, and nature of the heritage
- Provide cultural and historical background of the heritage
- Provide the significance of the heritage, and its authenticity and integrity
- Recommend a preservation and interpretation process
- References

You must use these as headings in your report and compile text and illustrations under each.

This is a group project, and each student will receive the same mark, you therefore you need to work together and make equal substantive contributions. **Submitted onto Moodle by 6pm on 23rd April.** Late submissions not accepted, unless a valid reason is made in writing BEFORE the test. **Worth 25% of overall grade.**

WEEK 12.

2 APRIL: MICRONESIAN ARCHAEOLOGY

4 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*, 135-147. Springer Briefs in Archaeology.
- Ayers, W.S. 2013. Austronesian Cultural Heritage. *Shima: The International Journal of Research into Island Cultures*, 7 (1): 39-59

FILM: Scott Fitzpatrick, Archaeology in Palau:

<https://www.youtube.com/watch?v=wp370V22w1o>

WEEK 13.

9 APRIL: LECTURE, UNDERWATER CULTURAL HERITAGE
MANAGEMENT

11 APRIL: FILM AND DISCUSS READINGS

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.), *The MUA Collection*, accessed January 10, 2015, <http://www.themua.org/collections/items/show/1589>
- Jeffery, B. 2011. Rocks Wrecks and Relevance: Values and Benefits in Maritime and Underwater Cultural Heritage. In: *Proceedings of the Inaugural Asia-Pacific Regional Conference on Underwater Cultural Heritage. Asian Academy for Heritage Management*. Manila, Philippines. pp. 527-539. Available online <http://www.themua.org/collections/items/show/1251>

FILM: Chuuk Lagoon Shipwreck Management

ASSIGNMENT 5: Test, Multiple Choice, True/False answers based on Lecture, Readings, Film, and Discussion in Week 12 & 13. **Assignment 5 will be conducted in the classroom from 4:50pm to 5:10pm and marked before 5:20am on the 11th 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 14.

16 APRIL: LECTURE, WORLD HERITAGE CONVENTION AND
INTERNATIONAL AGREEMENTS

18 APRIL: FILM, BREAKOUT AND DISCUSS READINGS

READINGS

- Reepmeyer, C., Clark, G., Alexander, D., Olkeriil, I.U., Liston, J., & Hillmann Kitalong, A. 2011. **Selecting cultural sites for the UNESCO World Heritage List Recent work in the Rock Islands–Southern Lagoon area, Republic of Palau.** In (Eds.) Liston, J., Clarke, G., Alexander, D., *Terra Australis* **35**, Pacific Island Heritage, Australian National University Press, Canberra, pp 85-100.
- UNESCO. 1972. The Convention Concerning the Protection of Cultural and Natural Heritage <http://whc.unesco.org/en/>
- ICOMOS. 1964. *The Venice Charter and the Archaeological Heritage Charter*. https://www.icomos.org/charters/venice_e.pdf

FILM

The Arab World Heritage and Civilization: <https://www.youtube.com/watch?v=gg-oyrOFosY>

ASSIGNMENT 6: In 500 of your own words, compile a brief summary about the listing of Nan Madol as a World Heritage Site and include the following issues:

- Why was it listed?
- What is its World Heritage status and why has it been given this status?
- What was the role of the community in listing the site and what role will they take in its continued management?

See: <http://whc.unesco.org/en/list/1503/documents/>

Submit to Moodle by 6pm on 26th April. Late submissions will not be graded unless accompanied with a valid reason BEFORE the due date. **Worth 15% of overall grade.**

WEEK 15.

23 APRIL: LECTURE, HERITAGE CONSERVATION, GLOBALIZATION, POWER AND POLITICS: SHOULD THERE BE 'UNIVERSAL PRINCIPLES AND 'BEST PRACTICE'?

25 APRIL: FILM AND DISCUSS READINGS

READINGS

- Logan, W. S. 2002. "Globalization, cultural identity and heritage", in W. S. Logan (ed.), *The Disappearing Asian City: Protecting Asia's Urban Heritage in a Globalizing World*, pp. xii-xxi. Hong Kong: OUP.
- Lowenthal, D. 2003. *The Past is a Foreign Country: Wanting the Past – Valued Attributes*, pp. 52-71. Cambridge: Cambridge University Press

FILM: <https://www.youtube.com/watch?v=LkjKiWiHhR0> Niall Ferguson

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2463649 Globalisation is good.

Tonga Ark:

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2664788

WEEK 16.

30 APRIL: GUEST LECTURE, GUAM PRESERVATION TRUST

2 MAY: FILM AND DISCUSS READINGS

READINGS

- Guam Preservation Trust 5-year plan, http://guampreservationtrust.org/wp-content/uploads/gpt_5year_plan_online.pdf

WEEK 17.

7 MAY:	CRITICAL HERITAGE DEBATE AND COURSE WRAP-UP
9 MAY:	STUDENT ASSIGNMENT 7 PRESENTATION

READINGS

- Smith, L. 2012. *Editorial*. Int. Jo of Heritage Studies.
- Teaiwa, K. 2014. “Postcolonial Cultural Identities in the Pacific”, in C. Hawksley & N. Georgeou, *The Globalization of World Politics*, third edition. Oxford

ASSIGNMENT 7: Using the information from Assignment 5, ie. survey project, provide a 15- minute power point on the project to the class. **Submit the power point onto Moodle by 6pm on 6th May.** Late submissions will not be graded unless accompanied with a valid reason BEFORE the due date. **Worth 15% of overall grade.**

WEEK 18.

14 MAY:	FINALS WEEK MEETING
16 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>
1. Test	Multiple choice test on Weeks 2 & 3	1 Feb.	10%	9
2. Written assignment	Multivocality and Cultural Identity	23 Feb.	10%	10
3. Summary of HEHPA and Sect 106	Write a 500-word summary of the legislation and effectiveness in Guam	8 Mar.	15%	10
4. Practical survey and report	Group survey and report of a heritage selected by the group	26 Apr.	25%	12
5. Test	Multiple choice test on Weeks 12 & 13	11 Apr.	10%	13
6. Nan Madol report	Write 500 words on the world heritage listing of Nan Madol	26 Apr.	15%	14
7. PPP of group project	Present the outcomes of your survey project	Submit 6 May; Present 9 May	15%	15

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.