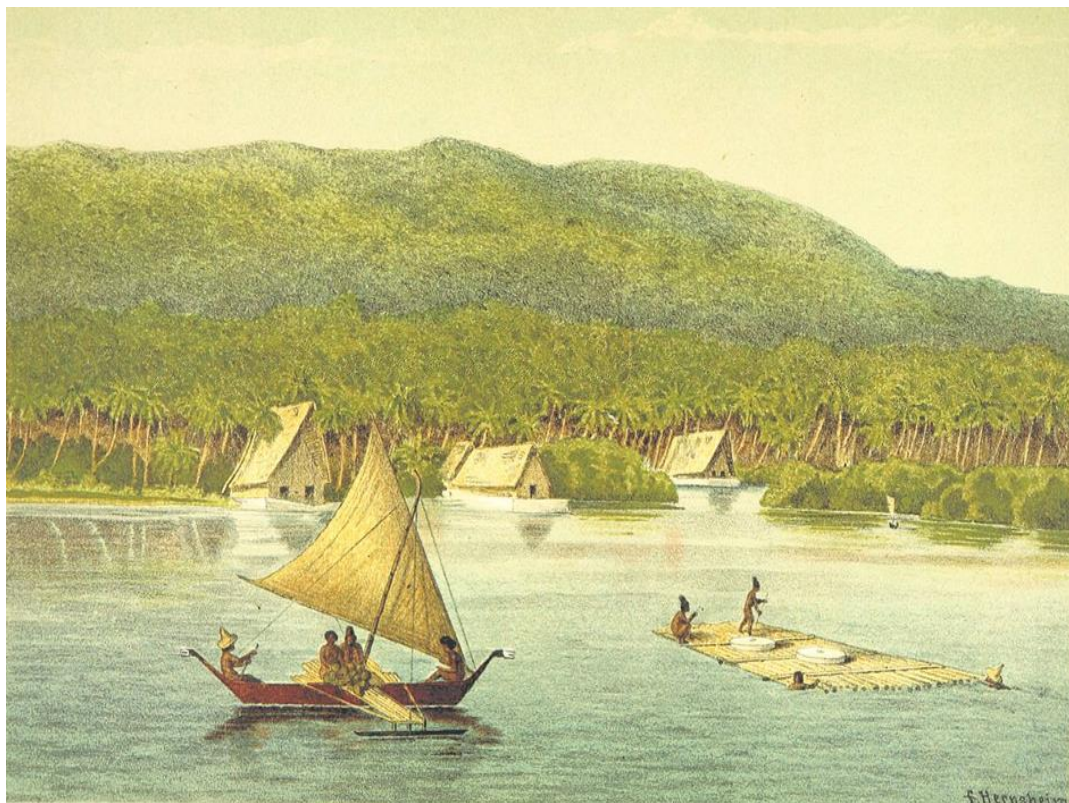


AN381-01: ASIA-PACIFIC MARITIME ARCHAEOLOGY





AN381-01: ASIA-PACIFIC MARITIME ARCHAEOLOGY

Course Syllabus

Fañomnåkan 2025

Tuesday and Thursday: 2:00pm to 3:20pm
On Campus
Room HSS110

Instructor Information

Dr. William (Bill) Jeffery
jefferyw@triton.uog.edu
Office: HSS 120A

Office hours:

T/T: 1pm-2pm

Wed. 10am-2pm

Office #: 671 735 2809

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CATALOG DESCRIPTION

This course introduces students to the distinctive maritime heritage of the Asia-Pacific region as an example of the world's maritime archaeology to illustrate past and contemporary connections that communities have with the ocean and its resources.

COURSE RATIONAL AND CONTENT

Groups of people explored, migrated to, and established themselves along the coast to live and exploit the seas' abundant natural resources thousands of years ago, and they developed many social, cultural and economic practices as part of this lifestyle. These initial coastal communities were at the frontline during contact with latter groups of people that used the oceans to explore, trade, settle, exploit and colonize many parts of the world. This brought great change; disaster to the original inhabitants in some cases; and great benefit to the newly established merchants, traders and settlers. Many communities have a national or cultural identity that is linked to the sea and coast, and to the many associated activities.

The course will critically discuss and appraise the investigation, research, management, and interpretation of the many meanings that can be found in maritime and underwater cultural heritage through an inter and multi-disciplinary approach, and including how relevant and effective are the globalized heritage processes such as those sanctioned in the UNESCO Conventions. The course will also facilitate students to discuss and think about how contemporary communities in the Asia-Pacific region perceive the sea and coast.

REQUIRED TEXT

For AN381 we employ a required READING PACK that you will be able to download from the AN381 Moodle shell. This includes:

Manders, M.R., Underwood, C.J., Mabelis, S.M., (Eds.). 2012. *Training Manual for the Foundation*

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Course on the Protection and Management of Underwater Cultural Heritage in Asia and the Pacific. UNESCO, Bangkok (In Moodle shell).

UNESCO. 2010. *Underwater Cultural Heritage in Oceania*.

<https://unesdoc.unesco.org/ark:/48223/pf0000188770> Paris: UNESCO (In Moodle shell).

LEARNING OBJECTIVES

AN381 Student Learning Outcomes	AN Program Learning Outcomes	Institutional Learning Outcomes	Gen Ed Tier II: 5 Cultural Perspectives	AN381 Course Assignments
Understand the social, political and cultural complexities in the Asia-Pacific region as they pertain to the sea. Articulate knowledge of the history and theories of Maritime Archaeology.	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 lifelong learning	Awareness of diverse cultural perspectives	Ass 1,2,3,5
Understand the current legislative, issues and debates in Asia-Pacific Maritime Archaeology	Understand the current issues and debates in the subfields of anthropology. Articulate knowledge of the history and theories of anthropology	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 lifelong learning	Intercultural diversity: ethical components	Ass 1,2,4,6,7

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Understand the processes used when implementing maritime archaeology according to accepted professional practices.	Collect anthropological data according to generally accepted professional anthropological practices; and	Mastery of critical thinking and problem solving Mastery of quantitative analysis Understanding and appreciation of culturally diverse people, ideas and values in a democratic context Responsible use of knowledge, natural resources, and technology	Significance of tolerance, both regionally and globally	Ass 1, 2,3,5,7
Demonstrate critical thinking, and the ability to record, analyze, evaluate and report on maritime archaeology activities.	Analyze anthropological data in both oral and written forms.			

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 this course will be face to face with possibly some online meetings, guest lectures, and utilising lectures, films, group activities, breakout sessions and discussions.

Films related to maritime archaeology will be shown throughout the semester to introduce the work of leading archaeologists and to expose students to some of the key concepts and practices of maritime archaeology and the Asia-Pacific region. 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.

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 to submit their assignments by the deadlines

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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 AN381 set literature, films and the lecture materials. Each assignment **MUST** directly relate to the AN381 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..."

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.

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- 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.

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The Moodle Key is: AN381sp24wj01

COURSE CALENDER

WEEK 1.

23 JANUARY: WELCOME TO COURSE, INSTRUCTOR AND STUDENT
INTRODUCTIONS

WEEK 2.

28 JANUARY: WHAT IS MARITIME ARCHAEOLOGY

30 JANUARY: FILM AND DISCUSS READINGS

READINGS

Castro, F., 2015, **The re-utilization and preservation of underwater cultural heritage.**
*International Conference on Preservation and Management of Underwater Cultural Heritage
for the Ministry of Culture*, October 6th, 2015, Taichung, Taiwan.

Polzer, M., 2014, **Strategies for Underwater Cultural Heritage: The case for the Bajo de la
Campana Phoenician shipwreck.** La fragata Nuestra Señora de las Mercedes: Patrimonio
subacuático recuperado. [http://www.mecd.gob.es/fragatamercedes/
patrimonio-cultural-
subacuatico/pecios/bajo-campana.html](http://www.mecd.gob.es/fragatamercedes/patrimonio-cultural-subacuatico/pecios/bajo-campana.html)

Film: George Bass

<https://www.youtube.com/watch?v=wfTNndbjVk0>

Interview with Dr George Bass: https://www.youtube.com/watch?v=RSI0Kzsq_K0

Bronze-age shipwreck 'Uluburun': <https://www.youtube.com/watch?v=jTMAfTIAE50>

WEEK 3.

4 FEBRUARY: ASIA PACIFIC MARITIME ARCHAEOLOGY AND MARITIME
CULTURAL LANDSCAPES

6 FEBRUARY: 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 Vellido, V., Fahy, B., and Kimura, J. (eds.), *The MUA
Collection*, accessed January 10, 2015, <http://www.themua.org/collections/items/show/1589>

Blue, L., & al-Jahwair, N., 2013, The Maritime Cultural Landscape of Masirah Island, Oman.
In Windows on our Past: Archaeological Research in Oman Seasons 2012-2014.
(2015) 5: 355-382. Ministry of Heritage and Culture: Sultanate of Oman.

FILM

Play during lecture: Maritime Cultural Landscapes:

https://www.youtube.com/watch?v=AL_FUHHiG_A

Papa Mau: The Wayfinder, <https://www.youtube.com/watch?v=9IF8jCLxyAA&t=12s>

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WEEK 4.

11 FEBRUARY: MARITIME ARCHAEOLOGY THEORY AND PRACTICE
13 FEBRUARY: FILM AND DISCUSS READINGS

READINGS

Flatman, J., 2003, **Cultural biographies, cognitive landscapes and dirty old bits of boat: theory in maritime archaeology.** *The International Journal of Nautical Archaeology*, **32.2**: 143-157.

Gould, R. A., 1983, **Looking below the surface: Shipwreck Archaeology and Anthropology.** In: Gould, R. A., (ed.), *Shipwreck Anthropology*. University of New Mexico Press, Albuquerque: 3-22.

FILM: Franck Goodio Ancient Egypt

Project start: <https://www.youtube.com/watch?v=PyvoqmB8GsE&t=51s>

2023: <https://www.youtube.com/watch?v=m3g-aICZ3Tg>

ASSIGNMENT 1: In 400 words, summarize the scope of maritime archaeology, the different sites and heritage included, the goals in pursuing this activity, and if there are different perspectives from around the world. **Submit onto Moodle by 6pm on 21 February.**

Late submissions not accepted, unless a valid reason is made in writing **BEFORE** the due date.
Worth 10% of overall grade.

WEEK 5.

18 FEBRUARY: LAWS AND ETHICS
20 FEBRUARY: READINGS, FILM, DISCUSSION

READINGS

Clement, E., 2017, The Elaboration of the UNESCO 2001 Convention on the Protection of the Underwater Cultural Heritage. In: Fahy, B., Tripathi, S., Walker, V., Jeffery, B., Kimura, J., (Eds.), *Proceedings of the 3rd Asia-Pacific Regional Conference on Underwater Cultural Heritage, Vol. 2*: 678-693. Hong Kong.

Flecker, M., 2002, The ethics, politics, and realities of maritime archaeology in Southeast Asia. *International Journal of Nautical Archaeology*, **31.1**: 12-24.

Ngirmang, S.O., & Emesiochel, C.T., 2014, Preservation and Management of Underwater Archaeological Resources: Role of Agency. In: Van Tilburg, H., Tripathi, S., Walker Vadillo, V., Fahy, B., and Kimura, J. (eds.), *Proceedings of the 2nd Asia-Pacific Regional Conference on Underwater Cultural Heritage*.
<http://www.themua.org/collections/items/show/1591>

UNESCO, 2001, *Convention on the Protection of Underwater Cultural Heritage*.
<http://www.unesco.org/new/en/culture/themes/underwater-cultural-heritage/2001-convention/>
Accessed 10 December 2016.

Film: UNESCO UCH video <https://youtu.be/aoNV8tRVRqo>

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WEEK 6.

25 FEBRUARY: GUEST LECTURER, WU CHUNMING, ASIAN MARITIME TRADE
27 FEBRUARY: FILM, BREAKOUT AND DISCUSS READINGS

READINGS

Wu, Chunming, (Ed.) 2016, Chapter 1, A Summary on Shipwrecks of the Pre-contact Period and the Development of Regional Maritime Trade Network in East Asia. In: *Early Navigation in the Asia Pacific Region: A Maritime Archaeology Perspective*. Springer, Singapore.

Xu Yongile, 2015, **The Test Excavation of the Nanhai No. 1 shipwreck in 2011: A Detail Leading to the Whole.** *The Silk Road* 13: 84-87

Chinese Maritime: <https://www.youtube.com/watch?v=h4YEADagu0o>

Shanghai Archaeology Forum talk by Jiang Bo: <https://www.youtube.com/watch?v=5fCZwkISKj0>

Ten shipwrecks in Asia Pacific: <https://www.youtube.com/watch?v=9SR81sIj8TM> Part 1
https://www.youtube.com/watch?v=-K_XHtyT0Ek Part 2

WEEK 7.

4 MARCH: GUEST LECTURER, NATALI PEARSON, THE BELITUNG
SHIPWRECK
6 MARCH: CHARTER DAY: NO CLASSES

Pearson, N. 2022. **Introduction.** *The afterlives of a shipwreck*. University of Hawaii Press.

FILM

Panel Discussion on the Belitung shipwreck at the Asian Civilizations Museum, Singapore:
https://www.youtube.com/watch?v=bkrZRHbcEVc&list=PL6tmzSaElzBRqCrBayWaIWklz01G_uUtw&index=7

ASSIGNMENT 2: FORUM

ASSIGNMENT 2: After digesting the information from the lectures, and the above articles (Clement, Flecker, Ngirmang & Emesiochel, and the UNESCO Convention), **write 400 words in the FORUM by 6pm on 11 March and make substantive comments on two other submissions with 100 words by 6pm on 16 March,** based on the following questions and discussion. **Worth 20% of Total Grade.**

Late submissions not accepted, unless a valid reason is made in writing **BEFORE** the due date.

Is there a role for treasure hunting / commercial archaeology in maritime archaeology as a public program in Asia-Pacific?

As we have discussed in class treasure hunting or what some call commercial archaeology is actively carried out across the world, and particularly in the Asia-Pacific region. Some countries (or state / territories) do allow for this, and some even have legislation that

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encourages / allows this, such as in Guam. In Palau they have imprisoned people for taking artefacts off the Japanese shipwrecks.

Is it a legitimate activity in the preservation of underwater cultural heritage sites? Is it ethical, or do we need to employ a pragmatic approach in some places?

The assignment is related to two SLO in particular:

1. Understand the social, political and cultural complexities in the Asia-Pacific region as they pertain to the sea.

2. Understand the current legislative, issues and debates in Asia-Pacific Maritime Archaeology

WEEK 8.

11 MARCH: SEARCHING FOR, AND SURVEYING UNDERWATER CULTURAL HERITAGE SITES

13 MARCH: FILM AND DISCUSS READINGS

READINGS

Parthesius, R., Millar, K., Jeffery, B., 2005, **Preliminary Report on the Excavation of the 17th-Century Anglo-Dutch East-Indiaman Avondster in Bay of Galle, Sri Lanka.** *International Journal of Nautical Archaeology*, **34.2** 216-237.

Pollard, E., 2015, **Kilwa Maritime Survey Report 2015.** Unpublished Report, British Institute in Eastern Africa, Kenya

WEEK 9.

SPRING BREAK

17-21 MARCH

WEEK 10.

25 MARCH: NO CLASS

27 MARCH: NO CLASS

29 MARCH: FIELD SURVEY TUMON BAY

ASSIGNMENT 3. This is in part a practical session that will take place from 9am-12noon on **Saturday 29 MARCH** at Tumon Bay, and the collection of historical, oral and documentary research that you undertake, and the production of a group report.

For **Saturday 29 MARCH**, park at the beach road access just south of the Hyatt Hotel. We will undertake survey techniques learnt in class on 'sites' in the water, and discuss and record the maritime cultural landscape of Tumon Bay. After this initial session, you will probably need to come back on your own to do further work. Bring snorkeling equipment, rash guard, drinking water, hat, sun block for an extended 3 hours in the water and on the beach.

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As a group, you need to compile a report that includes, maps, photographs, historical or oral history research, references, and about 3,000 word text, on the following aspects:

- Describe the cultural heritage sites of Tumon Bay, and other maritime cultural heritage sites from around Guam (shipwrecks, museum collections, latte, which you can accumulate from historical, archival or oral research), which can reflect the **MARITIME CULTURAL LANDSCAPE OF GUAM**
- Provide a location of this heritage
- Provide cultural and historical background of this heritage
- Document with the dimensions (if necessary), and the extent, and nature of the heritage
- Provides the significance of the heritage
- Recommend a preservation, interpretation process
- References

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 22 APRIL.** Late submissions not accepted, unless a valid reason is made in writing BEFORE the test. **Worth 35% of overall grade.**

WEEK 11.

1 APRIL: MANILA GALLEON TRADE
3 APRIL: FILM AND DISCUSS READINGS

READINGS

Isorena, E. B. 2015. **Maritime Disasters in Spanish Philippines: The Manila-Acapulco Galleons, 1565-1815.** *International Journal of Asia-Pacific Studies* 11(1): 53-83.

Skowronek, R.K., 2016, **Chapter 3: Cinnamon, Ceramics, and Silks: Tracking the Manila Galleon Trade in the Creation of the World Economy.** In: Wu, Chunming, (Ed.,) 2016, *Early Navigation in the Asia Pacific Region: A Maritime Archaeology Perspective*. Springer, Singapore. Pp 59-74.

FILM: Ancestors in the Americas Part 1. From Alexander Street Database at UOG:
https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2714852

WEEK 12.

8 APRIL: GUEST LECTURER, NPS
10 APRIL:
11 APRIL: POSSIBLY USA VISIT NPS VISITORS CENTRE IN PITI INSTEAD OF CLASSROOM

READINGS:

WEEK 13.

15 APRIL: GUEST LECTURER, LARRY RAIGETAL
17 APRIL:

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18 APRIL: POSSIBLY VISIT CANOE HOUSE IN PITI INSTEAD OF CLASSROOM

READINGS:

WEEK 14.

22 APRIL: PAUL CLARK, TRADITIONAL BOATS OF THE SOLOMON ISLANDS CANOES

24 APRIL:

Clark, Paul, 2023. A Solomon Island plank-built lashed-lug canoe in the Canterbury Museum collection, Christchurch. *Waka Kuaka: The Journal of the Polynesian Society* 132 (4): 495–510. <https://doi.org/10.15286/jps.132.4.495-510>

Ligaya Lacsina and Abhirada Pook Komoot, “Regional Identity and Local Variety: Plank Configurations in Lashed-lug Boatbuilding of Southeast Asia,” *Asia Pacific Regional Conference on Underwater Cultural Heritage Proceedings*, accessed January 21, 2024, <https://apconf.omeka.net/items/show/1939>.

ASSIGNMENT 4: In 400 words, summarize, based on the information from Raigetal and Clark, the significance of the traditional Indigenous canoes and associated heritage, and how these studies are being implemented and why.

Submit onto Moodle by 6pm on 2 MAY. Late submissions not accepted, unless a valid reason is made in writing **BEFORE** the due date. **Worth 15% of overall grade.**

WEEK 15.

29 APRIL: MCMICHAEL MUTOK, PALAU HPO

1 MAY:

READINGS

WEEK 16.

6 MAY: MARITIME ARCHAEOLOGY OF WWII

8 MAY: FILM AND DISCUSS READINGS

READINGS

Jeffery, B., 2012. **The future of Chuuk Lagoon’s submerged World War II sites.** *Bulletin of the Australasian Institute for Maritime Archaeology*, Vol. 36: 15-30

Monfils, R., Gilbert, T., Nawadra, S., 2006. **Sunken WWII shipwrecks of the Pacific and East Asia: The need for regional collaboration to address the potential marine pollution threat.** *Ocean & Coastal Management*, 49: 779-788. Accessed online www.sciencedirect.com, 12 October 2006.

FILM: Chuuk Lagoon, Shipwreck Detectives 2004

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WEEK 17.

13 MAY: ARTEFACT AND *INSITU* CONSERVATION

15 MAY: STUDENT PRESENTATION ON AI and MARITIME ARCHAEOLOGY
RESEARCH IN MICRONESIA

READINGS

Carpenter, J., 2017, **Conservation of Artefacts from the Pearl Shell Fleet Mothership, *Sanyo Maru* 1937** Unpublished report for the NT Heritage.

Richards, V., 2017, **Conservation Survey and Management Programme: WWII Amtrak, Guam.** Unpublished report for UOG Anthropology Program.

Film: Titanic: Issues in regard to preserving the site and conserving the artefacts

<https://www.youtube.com/watch?v=l25QT9YFQFM>

https://www.youtube.com/watch?v=pHWdk1c1_Nc

ASSIGNMENT 5

On 15 May, you will do a presentation on an AI/Maritime Archaeology in Micronesia, through asking an AI generator to:

‘How can I use AI to research maritime archaeology in Micronesia?’

You need to compile a 10 min ppp on the topic and present this to the class on 15 May. You should do your own research on the maritime archaeology potential in Micronesia, and compare, critique what AI gave you.

Submit the power point slides onto Moodle by 6pm, 14 May.

Worth 20% of overall grade.

WEEK 18.

14 MAY: FINALS WEEK

16 MAY: FINALS WEEK

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

GRADED ASSIGNMENTS SYNOPSIS

ASSIGNMENT	TASK	IN CLASS DUE DATE	PERCENTAGE OF TOTAL GRADE	PAGE IN SYLLABUS
1. Writing Ass.	In 400 words, summarize the scope	16	10%	8

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	of maritime archaeology...	Feb.			
2. Forum	Write a 400-word perspective about treasure hunting and implement 2 x 100 word replies	8-13 Mar.	20%		9
3. MCL Project	Conduct site surveys on Guam and write 3,000 word report	15 th Apr.	35%		11
4. Canoes	400 words on the significance and study of traditional canoes	26 Apr.	15%		11
5. AI in Mar Arch	Generate AI text and presnt to class	15 May	20%		10

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.