

COURSE 2306 [D05]: Anthropology at the Movies

Texas Tech University

Sociology, Anthropology & Social Work

SPRING 2020

Instructor: Dr. Lauren Griffith

Office: N/A [I will be working remotely this semester]

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Office Hours: Because I am working remotely this semester, I will not be holding regular consultations in my office. If you would like to schedule a phone or Skype meeting with me, please select that option using my online booking form: <http://drgriffith.youcanbook.me>

Course Meeting Schedule: Asynchronous; weekly assignments due on Tuesdays & Thursdays (midnight)

Subject Librarian: Brian Quinn, Social Sciences Librarian, Reference Room Mezzanine Office 113, 806-834-2148, brian.quinn@ttu.edu

Course Purpose & Description: This course examines movies as springboards for discussion about anthropology (including its four subfields: physical, archaeology, cultural, and linguistics), and modern and past cultures as they are portrayed in movies. All subfields of study are popular subjects in books, television, and movies, and Hollywood in particular has had a major influence on the public's perception of anthropology, particularly archaeology and archaeologists.

In part, we will be attempting to extract fact from fiction to better understand what anthropologists do and the types of issues they study. In the process of doing that, we will touch on many important topics, including anthropological methods, the development of anthropology as a science, the history of western imperialism and its influence on anthropology, the power of myth, and the looting of archaeological sites. We will also explore the concepts of cultural patrimony, ethics in science, the control of science for political purposes, and laws protecting archaeological sites and indigenous cultures. The films we will watch are "artifacts" of their times. We will look at how behaviors, ideas, and values expressed in the movies are a product of the filmmakers and their times. For example, how "the other" (the non-western cultures seen in many of the movies we will watch) is portrayed changes through time.

Each week the instructor will introduce a new movie with a short lecture. During the movie, each student will independently complete a film guide. The due dates for each film guide are listed on the course schedule below.

Course Objectives & Means of Assessment: This course satisfies the Language, Philosophy, and Culture core curriculum requirement. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture reflect and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. The Core Objectives are critical thinking skills, communication skills, personal responsibility, and social responsibility. Learning outcomes will be assessed through question-based movie reviews, short quizzes, a mid-term exam, a final essay, and a final exam. The specific assessment techniques for the expected learning outcomes are:

Core Objectives	Assessment Technique
<p><u>Critical Thinking Skills:</u> Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p>	<p>In the final essay for the course, students will be asked to explore one of the themes of the course, using specific examples from the films to formulate their own conclusions.</p>
<p><u>Communication Skills:</u> Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles.</p> <p>Students develop their communication skills, which are modeled in lectures, practiced in discussions, and tested in essays. These include primarily oral and written communication skills, but the inherently visual nature of much cinema as well as readings and documentaries that examine how films communicate their messages visually will improve students' ability at visual communication. Students' skills in written communication will be stressed. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles.</p>	<p>Students will be assigned movie reviews about several of the films we watch during the semester as part of their readings. They will be asked to consider the tone and conventions of the genre as they read them, keeping in mind that they will be asked to write their final essay in that style and review the way their chosen theme is expressed in at least three movies viewed during the semester.</p>
<p><u>Personal Responsibility:</u> Personal responsibility includes the ability to connect choices, actions, and consequences to ethical decision-making. Ethical decision-making involves reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.</p>	<p>For several movies, the "things to think about" highlight an ethical dilemma faced by the main character(s). Students will be asked to think about the character's decisions related to the dilemma and the consequences of those actions.</p> <p>The final essay will present students with an ethical dilemma based on the movies we watched. Students will be asked to identify the dilemma, consider the ramifications of the action chosen by the character and the alternative (not chosen in the movie), and identify which action they consider to be ethical and why.</p>
<p><u>Social Responsibility:</u> It includes intercultural competence, which is "a set of cognitive, affective, and behavioral skills and</p>	<p>In the final essay for the course, students will be asked to discuss the events of one of the movies we watched in reference to multiple</p>

Core Objectives	Assessment Technique
characteristics that support effective and appropriate interaction in a variety of cultural contexts.”	cultural contexts/value systems (worldviews) and social responsibility, which shape the action, plot, and characters. They will be asked to consider the event from different perspectives, including the individual community where the action takes place as well as how that action is perceived at the level of the global community.
TTU Student Learning Objective	Assessment Technique
Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.	Quizzes
Develop analytical arguments in written and/or oral forms.	The final essay for the course will ask students to explore one of the themes of the course, using specific examples from three films to formulate their own conclusions.
Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.	In the final essay, students will be asked to discuss the events of one of the movies we watched in reference to multiple cultural contexts and value systems, which shape the action, plot, and characters.
Demonstrate ways in which the humanities are fundamental to the health and survival of any society.	Final exam
College-Level Competency Objective	Assessment Technique
Students graduating from Texas Tech University should be able to: think critically and to evaluate possible multiple interpretations, cultural contexts, and values.	In the final essay for the course, students will be asked to explore one of the themes of the course, using specific examples from the films to formulate their own conclusions. Students will be asked to discuss the events of one of the movies we watched in reference to multiple cultural contexts and value systems, which shape the action, plot, and characters.
Course Specific Learning Outcomes	Assessment Technique
Be able to define important anthropological and archaeological terms discussed in class	Final exam and online quizzes

Core Objectives	Assessment Technique
Be able to watch a popular film and identify important issues related to anthropology and archaeology	Question-based Movie Reviews, quizzes, and final exam
Be able to critically evaluate Hollywood's portrayal of anthropology, anthropologists, archaeology, archaeologists, and archaeological and anthropological cultures	Discussion, question-based Movie Reviews, online quizzes, final essay, and final exam
Be able to demonstrate an understanding of what anthropology is/what anthropologists do	Final exam, final essay, and online quizzes

Required Texts:

All readings will be provided to you on Blackboard. Not having to purchase any books for the course will offset the costs you may incur related to renting films for this course. Where possible, I have included films that are free to stream from the TTU library (these films include a hyperlink). Unfortunately, most feature films are unavailable. Therefore, it is your responsibility to acquire the films in advance of the required viewing date. I highly recommend that you track them down now. If I was able to find a streaming option for the film on Amazon.com or Netflix, I have designated this with a footnote. Other options for you to find these films include searching Vimeo, RedBox rentals, any other subscription service you may have, or your nearest public library. Many libraries can request materials from other libraries in their network if you give them enough time to process the request. Do not wait until the last minute to locate these films.

Assignments:

Weekly Quizzes (140 points) – on Tuesday of each week, you will complete a quiz that tests your recall and understanding of key concepts from the assigned reading and my lecture for that week. Questions will be T/F and multiple choice. These are designed to (a) hold you accountable for reviewing the assigned materials; and (b) direct you to the most important information from those resources. You may use your notes and the texts to help you. Each quiz is worth 10 points with the exception of quizzes 1, which is worth 20 points and includes questions about the syllabus. Quizzes are due on **Tuesdays at midnight**. Because you already have all of the dates and materials you need for these assignments in Blackboard, there will be no extensions for individual technological problems or other circumstances, so please start these well in advance of the deadline. It is always okay to work ahead.

Film Guides (260 points) – on Thursday of each week, you will complete a film guide for that week's assigned movie. Ideally, you should have this in front of you *while* you are watching the film so you can complete it as you go. The goals of this assignment are (a) to hold you accountable for viewing the film each week; and (b) to help you prepare for the exams. You will be given a holistic score for each guide based on correctness and completeness. Each film guide is worth 20 points.

Midterm Exam (200 points) – This is a multiple choice and true false exam with 50 questions, which will be randomly assigned to you from a test bank I have created. The questions will test recall, understanding, synthesis and evaluation and will be based on the readings, lectures and films you have

encountered in the first half of the semester. You will have 90 minutes from the time you begin the test to complete all questions. If you have ADA accommodations allowing you extra time for exams, you must provide me with documentation well in advance of the scheduled test date.

Essay (100 points) – This essay satisfies the Core Objective of personal responsibility listed on the syllabus. You will complete this assignment during the final week of the term. Choose *any* of the films we have watched this semester and identify an ethical dilemma faced by one of the main characters. In your 2-3 page essay, please do the following: (1) explain what the ethical dilemma is – you may need to provide a short plot summary in order to explain how this dilemma fits into the storyline; (2) discuss the possible options the character has in facing this dilemma; (3) explain what option the character takes and—most importantly—*why* s/he takes that course of action; (4) discuss whether or not this was an ethical decision for the character to make...be sure to provide evidence supporting your position and be sure to contextualize the ethics of the decision within the framework of that character’s culture; and (5) explain whether or not you would have made the same decision(s) if you were in that character’s position.

Final Exam (200 points) – This is a multiple choice and true false exam with 50 questions, which will be randomly assigned to you from a test bank I have created. The questions will test recall, understanding, synthesis and evaluation and will be based on the readings, lectures and films you have encountered in the latter half of the semester. You will have 90 minutes from the time you begin the test to complete all questions. If you have ADA accommodations allowing you extra time for exams, you must provide me with documentation well in advance of the scheduled test date.

Discussion (100 points) - Students must participate in 2 online discussions throughout the term, which will be facilitated via Blackboard. The first discussion will be open from January 15th to March 6th. The second discussion will be open from March 23rd to May 1st. The instructions for each discussion are the same: (1) Post a thought-provoking QUESTION about one or more of the films (worth up to 25 points); (2) Make two substantive comments on your peers’ posts (worth up to 12.5 points for each comment, 25 points total). Substantive means that it adds to, challenges, or evaluates what your colleague has written in a professional and sophisticated manner with reference to texts, films, or lectures used in this class. You may certainly comment on MORE than two posts, and I will grade your 2 best posts. With regard to your question, here are some hints for improving your score: (a) make sure that your question goes beyond yes/no or agree/disagree type answers...it should prompt your peers to really think deeply about the issue; (b) reference more than one source in your question by asking your peers to compare or synthesize information from multiple films, readings, or lectures; (c) consider introducing NEW information for your peers to consider by linking to a news story, YouTube clip, podcast, etc. You may complete these posts at any time during the discussion window...but *please* don’t leave it until the last minute. YOU are responsible for keeping track of these deadlines.

Grading Scale: Please check Blackboard frequently for updated information on your grades. If you have any questions about the grades you received, please contact Dr. Griffith ASAP. Please note, I will not be swayed by individual pleas for extra credit. Any extra credit opportunities are at the sole discretion of the instructor and will be made available to the entire class. I also do not grade on the curve. At the end of the semester, your total points will be rounded up or down to the nearest whole number and will be assigned the following letter grades:

930 – 1,000 points = A

900 – 929 points = A-

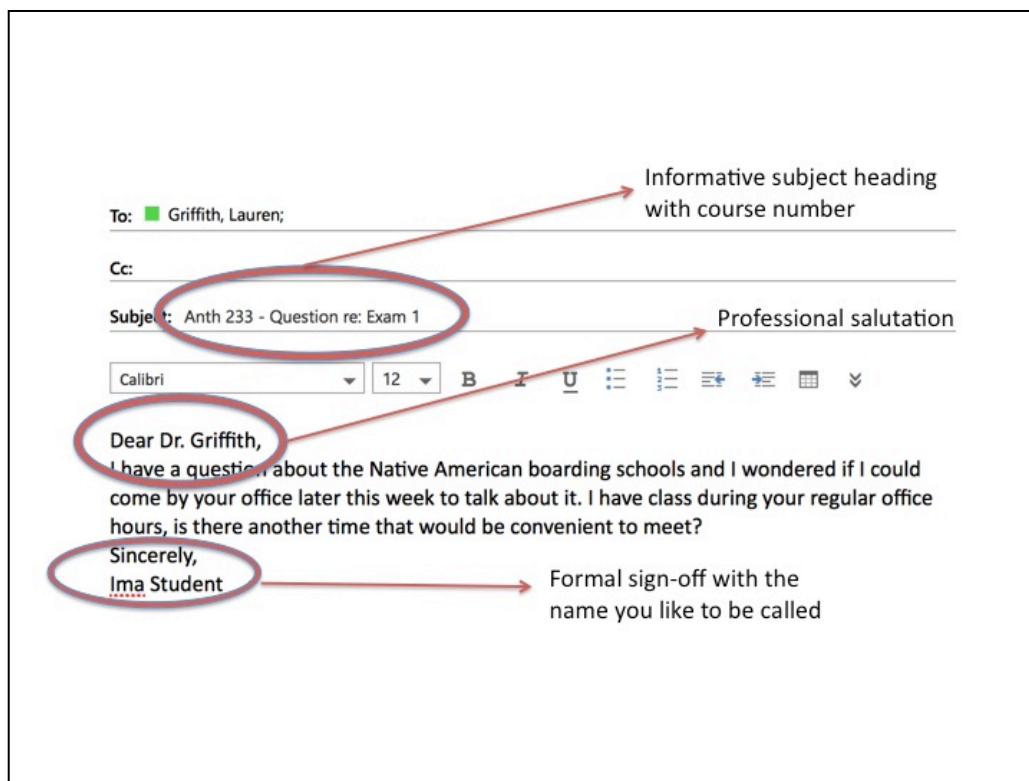
880 – 899 points = B+

830 – 879 points = B

800 – 829 points = B-
780 – 799 points = C+
730 – 779 points = C
700 – 729 points = C-

680 – 699 points = D+
630 – 679 points = D
600 – 629 points = D-
<600 = F

Communication: Email is the most efficient way to contact me. Please make sure that you include our course information in the email subject, use a proper salutation (Dear Dr. Griffith), and sign the email with the name you like to be called. I do my best to respond to student emails within 24 hours during the week and 48 hours over weekends/holidays. If you do not receive a reply within this timeframe, please send a follow-up message. Please note: I occasionally use auto-generated emails to deal with common issues that come up frequently. I do not mean any offense...I do this so I can prioritize the emails that really need my immediate attention.



Technology Requirements: In order to successfully complete this course, you must have the following tools and skills...

- Internet access (preferably high speed)
- E-mail address (only use TTU email address when emailing me)
- MS Office (download from www.eraider.ttu.edu if you don't have it already)
- Adobe Reader (download from <http://get.adobe.com> if you don't already have it)
- Adobe flash player (download from <http://get.adobe.com/flashplayer/> if you don't have it already)
- Internet browser such as Google Chrome, Internet Explorer, Safari, or Firefox
- A computer with audio and video capabilities
- Also, it is very important that you familiarize yourself with some of the essential Blackboard

features that we use for this course.

Technical Assistance:

- IT Help Central is available to assist you with eRaider sign-in problems, browser errors, and other technical difficulties you may encounter. For technical assistance, please contact IT Help Central at (806) 742-HELP, email them at ithelpcentral@ttu.edu, or visit the [IT Help Central website](http://www.ithelpcentral.ttu.edu) at www.ithelpcentral.ttu.edu.
- For student assistance with Blackboard, visit the [Blackboard Student Support](http://www.tlpd.ttu.edu/content/asp/blackboard/SupportStudent.asp) website at <http://www.tlpd.ttu.edu/content/asp/blackboard/SupportStudent.asp>

Religious Observances: The University defines a holy day as a day observed by a religion that is included under Texas Tax Code 11.20. If you need to miss class because of a holy day, please notify me in writing prior to the absence. Exams/assignments will be rescheduled for your return.

Late Assignments: All due dates for quizzes, assignments and exams have been given to you on this document. If you miss an exam due to a college excused absence, a make-up exam will be administered in a timely manner. Documentation is required. If you are ill to the point of hospitalization or have some other life altering situation, and provide documentation of this university-approved absence, I will extend other deadlines on a case-by-case basis. However, I will not do this lightly and if you fear you may fall behind, I recommend working ahead to give yourself a buffer. You have all due dates and the resources you need to complete these assignments available to you now. Absolutely no late work will be accepted after the last regular class day of the semester.

Course Procedures: Updates about the course will be posted on blackboard – please check you email regularly (at least once every 24 hours) to make sure you haven't missed an announcement

Americans with Disabilities Policy: The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. If you have a disability that interferes with your potential success in this course, please inform me as soon as possible so special arrangements can be made. To receive special accommodations, your disability must be verified by the Student Disability Services office. You may reach them at 335 West Hall, 806-742-2405.

Academic Integrity: “Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.” [Texas Tech University Quality Enhancement Plan, Academic Integrity Task Force,

2010] If I suspect you have violated these terms, I will initiate a meeting with you to discuss the matter, after which I may be obligated to report this violation to the Office of Student Conduct.¹

Civility in the Classroom: In all academic settings, but especially in anthropology courses in which we discuss potentially sensitive issues, it is essential that all participants feel comfortable sharing their perspectives. By all means, I want us to have a lively exchange of ideas...but I will not tolerate any personal attacks. We evaluate and critique ideas and evidence...not each other. Anyone who disrupts this environment with rude, sarcastic, threatening, abusive, or obscene language and/or behavior will be subject to appropriate sanctions according to university policy

TTU Resources for Discrimination, Harassment, and Sexual Violence: Texas Tech is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/tttd/> (To report criminal activity that occurs on or near Texas Tech campus.)

Video/Audio Taping: You may not record any portion of this class without the written permission of the instructor. You are also not permitted to sell notes from this class.

Copyrights: Please note that all handouts, lectures, and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only and may not be given or sold to other individuals.

Inclement Weather Policy: In the event of extremely hazardous, the college may announce that the inclement weather policy is in effect. Please check your email & other communication devices for updates from the college and from your instructor.

Syllabus Content and Schedule Changes: The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class and/or on Blackboard.

¹ Per university policy, if I report this infraction, I will (a) notify the chair of the SASW department of the ongoing situation; and (b) inform you that the incident has progressed to the next level of review. While your case is being reviewed by the Office of Student Conduct, you should continue attending class and completing assignments.

Projected Course Schedule

Week 1: January 15, 2020 – January 24, 2020²

1. Read: (1) Course Syllabus & (2) Tips for Success
2. View Podcast # 1: What is Anthropology?
3. Take Quiz # by Tuesday (closes at midnight – no extensions)
4. View film: Krippendorf's Tribe (1998, dir. Todd Holland, 93 min)*
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 2: January 27, 2020 – January 31, 2020

1. Read: Levine, Robert A. (2007). Ethnographic Studies of Childhood: A Historical Overview, *American Anthropologist*, 109:2(247-260).
2. View Podcast # 2: Enculturation, Ethnocentrism & Cultural Relativism
3. Take Quiz # by Tuesday (closes at midnight – no extensions)
4. View film: Babies (2010, Thomas Balmés, 79 min)*
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 3: February 3, 2020 – February 7, 2020

1. Read: McGeough, Kevin. (2006). Heroes, Mummies, and Treasure: Near Eastern Archaeology in the Movies, *Near Eastern Archaeology*, 63(304):173-185.
2. View Podcast # 3: The Making of a Hero Tale
3. Take Quiz #3 by Tuesday (closes at midnight – no extensions)
4. View film: Raiders of the Lost Arc (1981, Steven Spielberg, 115 min)⁺*
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 4: February 10, 2020 – February 14, 2020

1. Read: Speier, Amy R. 2011. "Brokers, Consumers and the Internet: How North American Consumers Navigate Their Infertility Journeys." *Reproductive BioMedicine Online* 23 (5): 592–99. <https://doi.org/10.1016/j.rbmo.2011.07.005>.
2. View Podcast #4: Brave New World of Reproduction
3. Take Quiz #4 by Tuesday (closes at midnight – no extensions)
4. View film: Gattaca (1997, Andrew Niccol, 106 min)*
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 5: February 17, 2020 – February 21, 2020

1. Read: Weston, G., J. F. Lawson, M. Blell, and J. Hayton. (2015). Anthropologists in films: "The horror! The horror!," *American Anthropologist*, 117(2):316-328.
2. View Podcast #5: How to Talk to Aliens
3. Take Quiz #5 by Tuesday (closes at midnight – no extensions)
4. View film: Arrival (2016, Denis Villeneuve, 116 min)*
5. Submit movie guide by Thursday (due at midnight – no extensions)

² Yes, this is more than a week...but since the semester starts on a Wednesday, I'm giving you extra time to get started.

* Available to rent on Amazon as of July 2019

+ Available on Netflix as of July 2019

Week 6: February 24, 2020 – February 28, 2020

1. Read: Thorner, Sabra G. (2007). Changing the Rules of Engagement: How *Rabbit-Proof Fence* and *Whale Rider* Forge a New Dimension of Ethnographic Media, *Visual Anthropology Review*, 23(2):137-150.
2. View Podcast #6: Continuity and Change in Traditional Cultures
3. Take Quiz #6 by Tuesday (closes at midnight – no extensions)
4. View film: *Whale Rider* (2003, Niki Caro, 101 min.) - <https://video-alexanderstreet-com.lib-e2.lib.ttu.edu/watch/whale-rider>
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 7: March 2, 2020 – March 6, 2020

1. Read: Mookherjee, N., Rapport, N., Josephides, L., Hage, G., Todd, L. R., & Cowlishaw, G. (2009). The ethics of apology: a set of commentaries. *Critique of Anthropology*, 29(3), 345-366.
1. View Podcast #7: Colonialism & Assimilation as Seen in *Rabbit Proof Fence*
2. Take Quiz # by Tuesday (closes at midnight – no extensions)
3. View film: *Rabbit Proof Fence* (2002, Philip Noyce, 93 min).
4. Submit movie guide by Thursday (due at midnight – no extensions)

Week 8: March 9, 2020 – March 13, 2020

1. Take your midterm exam, which must be completed on **Thursday!** It will open at 12:00am and close at 11:59pm; you will have 90 minutes to complete the assignment. Please plan accordingly.

Week 9: March 16, 2020 – March 20, 2020

NO WORK DUE; ENJOY SPRING BREAK!!

Week 10: March 23, 2020 – March 27, 2020

1. Read: Buur, Lars. (2003). Crime and Punishment on the Margins of the Postapartheid State, *Anthropology and Humanism*, 28(1):23-42.
2. View Podcast #8: More Than a Game
3. Take Quiz #8 by Tuesday (closes at midnight – no extensions)
4. View film: *Invictus* (2009, Clint Eastwood, 133 min.)
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 11: March 30, 2020 – April 3, 2020

1. Read: Brown, Hannah. (2015). Global health partnerships, governance, and sovereign responsibility in western Kenya, *American Ethnologist*, 42(2):340-355.
2. View Podcast #9: Drugs, Sex & Development
3. Take Quiz #9 by Tuesday (closes at midnight – no extensions)
4. View film: *The Constant Gardener* (2005, Fernando Meirelles, 129 min.)*
5. Submit movie guide by Thursday (due at midnight – no extensions)
6. **START WORKING ON YOUR FINAL PAPER IF YOU HAVEN'T DONE SO ALREADY!!**

Week 12: April 6, 2020 – April 10, 2020

1. Read: Rodriguez, Naomi Glenn Levin. (2016). Translating 'Best Interest': Child Welfare Decisions at the US—México Border, *POLAR: Political and Legal Anthropology Review*, 39(1):154-168.
2. View Podcast #10: Should I stay or should I go?
3. Take Quiz #10 by Tuesday (closes at midnight – no extensions)
4. View film: *The Girl* (2012, David Riker, 95 min)*
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 13: April 13, 2020 – April 17, 2020

1. Read: Brandes, Stanley. (2003). Is there a Mexican View of Death?, *Ethos*, 31(1):127-144.
2. View Podcast #11: It's Not Mexican Halloween
3. Take Quiz #11 by Tuesday (closes at midnight – no extensions)
4. View film: *Coco* (2017, Lee Unkrich and Adrian Molina, 105 min)*
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 14: April 20, 2020 – April 24, 2020

1. Read: Keilbart, Patrick. (2019). How to Be a Good Disciple, In *Affective Dimensions of Fieldwork and Ethnography*, Eds. T. Stodulka et al.
2. View Podcast #12 – Martial Arts as Microcosm
3. Take Quiz #12 by Tuesday (closes at midnight – no extensions)
4. View film: *Karate Kid* (1984, John Avildsen, 126 min)* -- MAKE SURE you are watching the original!
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 15: April 27, 2020 – May 1, 2020

1. Read: Marco, Deriline. (2018). Vibing with Blackness: Critical Considerations of *Black Power* and Exceptional Black Positionings, *Arts*, 7(4):85-94.
2. View Podcast #13 – A New World Order? Questioning the Impact of Marvel's Black Panther
3. Take Quiz #13 by Tuesday (closes at midnight – no extensions)
4. View film: *Black Panther* (2018, Ryan Coogler, 134 min)**
5. Submit movie guide by Thursday (due at midnight – no extensions)

Week 16: May 4, 2020 – May 8

1. Submit the essay worth 10% of your grade by Tuesday (closes at midnight – no extensions)
2. Take the final exam, which must be completed on **Thursday!** It will open at 12:00am and close at 11:59pm; you will have 90 minutes to complete the assignment. Please plan accordingly.
3. Complete the ungraded quiz on the value of the humanities by Friday (even though it says this is ungraded...you will earn 10 bonus points for completing it)