

Course Syllabus

Anthropology Through Film

Native American Issues, Voices and Perspectives

ANT 4930 –B51 Topics in Anthropology - Anthropology Through Film

Fall 2004 Thursdays 2:00 to 4:45 PM

AC II, 110. Biscayne Bay Campus

Course web page: <http://www.fiu.edu/~wiedmand/courses/anthrofilm/>

Version of September 8, 2004

What's the Course About?

Through films and Internet media this course explores major issues of contemporary indigenous peoples of America. Each week we will view award-winning films made for theaters, television and as documentaries. Modern media written, produced or acted in by native peoples portray to the public the issues Natives consider important, in Native voices, and from Native perspectives. Primary emphasis is on Native North Americans.

Readings written by indigenous peoples complement the films and focus our discussion on the issues of ethnic identity, tribal sovereignty, environmental pollution, economic development, health disparities, human rights, spirituality, religious freedom, sacred lands, language retention, music, art and dance.

Anthropological perspectives highlight the use of cross cultural comparisons for understanding myth, ritual, traditional healing, kinship, gender, social stratification, racism, commodification of ethnicity, culture change, religious revitalization, artistic innovation, modernization, globalization, and sustainable communities.

Course Objectives

1. Gain an awareness of the scope and complexity of human diversity.
2. Understand the production of knowledge and the role of multimedia in presenting Indigenous views.
3. Be familiar with the range of methods for representing information including primary and secondary texts, film, Internet, oral sources, statistical data and multimedia.
4. Appreciate the economic, health, environmental, political and legal issues that have been and continue to influence the everyday lives of contemporary Native Americans.
5. Recognize the effects of culture change, modernization and globalization on indigenous peoples.

Instructor

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Office Hours: By appointment or UP - Tues. 10 to 12 PM. BBC - Thurs. 10 to 12 PM.

Email: Wiedmand@fiu.edu Web Page: www.fiu.edu/~wiedmand

Email communication must be within WebCT. I try to respond to emails within three days.

Class Meetings

Most of the class time will be devoted to viewing films. Discussions to interpret and critique the films, issues and readings will be conducted as much as possible in participatory form. This requires that assignments be completed in an informed, thoughtful and constructive manner before each class session. It also requires that students arrive on time and contribute to a classroom ambience of mutual respect, support, exploration, and learning. Attendance is taken.

Required Readings

Susan Lobo and Steve Talbot. 2001. Native American Voices: A Reader.
Second Edition. Upper Saddle River, New Jersey: Prentice Hall.

Films

Most of the selected films and videos will be on reserve in the Biscayne Bay campus library for your viewing outside of class.

Web Assisted Materials

WebCT is used to support class presentations and the student learning experience. Learning components such as related readings, web page links, study aids, discussions, emails, extra credit exercises, local events, writing assignments, and a glossary are provided on-line. It is required that students participate in the on-line email, discussions, and assignments within WebCT. Internet access can be through any computer. Computers in the FIU computer labs and the library are available for those who do not have personal computers. Go to WebCT from FIU main page, or go directly to: http://webct.fiu.edu/webct/public/home.p1?action=print_home

Native American Resources: Knowing, Understanding and Appreciating Native America.

This set of web pages is designed to facilitate Native American Studies by providing links to selected information sources and innovative Internet presentations.

Web page: <http://www.fiu.edu/~wiedmand/naresources/index.htm>

eHRAF: Human Relations Area Files is an internationally recognized archive for encouraging and facilitating worldwide comparative studies of human behavior, society, and culture. The eHRAF Collection of Ethnography contains over 350,000 pages of information on all aspects of cultural and social life with diverse topics ranging from bringing up children to religious beliefs

to causes and cures of diseases. Information is organized into cultures, ethnic groups and archaeological traditions. Full-text sources (books, articles, and dissertations) are numerically subject-indexed at the paragraph-level. Course reading and writing assignments will utilize this resource. Web page: <http://www.yale.edu/hraf/index.html>

Course Requirements

Final grades will be based on the following components, all of which must be completed/fulfilled in order to be eligible to receive a passing grade:

1. **Discussion:** During class, and in WebCT, take an active role in discussing the readings, topics and issues. Students should be prepared to verbally and in writing demonstrate their comprehension of the class presentations and integration of the reading materials. Active, courteous and informed participation is required.
2. **Weekly Review:** Discuss each week's film/media presentation and Indigenous issues in a one page essay. Assignments are to be submitted via WebCT by Wednesdays at 8:00 AM, and with printed copies at the start of each class meeting. One page is equal to 250 words. Graded pass/fail.
3. **Film, Theme or Issue review:** Two reviews. (Four to five double-spaced pages equaling 1000- 1250 words.)
4. **Final Project:** This final paper and presentation for the course brings together all the components of the course by addressing an issue or theme of interest to you. This can be a written paper, a video or PowerPoint presentation. Higher points are awarded for final projects selected for presentation to the class.
5. **Attendance:** You may have one recorded absence without penalty. Each additional unexcused absence reduces the Grand Total Points at the end of the semester.

Extra Credit

Extra credit points are added after calculation of the Total Points.

Out-of-Class Activity: Attend a Native American activity, exhibit, etc. and write a 300 - 600 word description/analysis. Up to 5 extra points each. Approved in advance by the instructor. Submitted via WebCT.

Learning Exercises: Occasional projects will be issued during the course within WebCt. Extra credit points vary.

Project Presentation: If selected, course project presentation to the class.

Grading

Weekly Film Reviews (Pass/Fail)	25
First Issue Analysis	15
Second Issue Analysis	15
Final Project	25
Discussion	20
Total Points	100
Extra Credit	##
Grand Total	###

Final Grade Calculation

Grand Total Points minus attendance

A	= 90 - 100	C	= 70 - 72
A-	= 87 - 89	C-	= 67 - 69
B+	= 83 - 86	D+	= 63 - 66
B	= 80 - 82	D-	= 60 - 62
B-	= 77 - 79	F	= 59 or less
C+	= 73 - 76		

Academic Ethics

It is strictly prohibited to submit as one's own work material provided by a professional research agency, the Internet, or other persons. A grade of F for the course will be assigned to any student who violates these principles. The instructor also has the authority to consider academic misconduct charges that carry considerable penalties. Please consult the University student handbook for further information on plagiarism and its consequences.

Course Topic and Assignment Schedule

(Tentative - based on availability of the films)

Readings usually complement the films for that week.

Chapters and pages refer to Sobo and Talbot 2001. Film titles are *italicized*.

Week One: September 2.

Course Introduction

WebCT Introduction

Native America, Identity and US Relations

Map of the Human Heart

The Native Americans: The Tribes of the Southeast

Readings:

Wearne, Definitions and Diversity. Pps 13–30.

Churchill, Crucible of American Indian Identity. Pps 31-47.

Lobo, Is Urban a Person or a Place? Pps 56-65.

Harlan, Creating and Visual History. Pps 166-172.

Mankiller and Wallis, ASGAYA-DIHI. Page 234-241.

Week Two: September 9. Colonization and Assimilation

The Mission

Readings:

Grinde and Johansen. Perceptions of America's Native Democracies. Pps 84-94

Mohawk. Origins of Iroquois Political Thought. P. 84

Kearney and Varese, Latin Americas Indigenous Peoples. Pps 100-112.

Ewen, Mexico: The Crisis of Identity. Pps. 113- 122.

Costo, Sword and the Cross. Crime of Genocide. Pps 152-165

Week Three: September 16. Spirituality

Dream Keeper

Readings:

Lame Deer and Erdos. Alone on the Hilltop. Pps. 291- 294.

Peters. Maidu Creation Story. Pps. 294-297.

Week Four: September 23. Music, Dance and Art

World of Native American Dance

Readings:

Giago, Indian-Names Mascots, Pps. 217-218.

Kingston. Traveling Traditions, Pps. 242-248.

LaPena. My World is a Gift of My Teachers. Pps. 298-302.

Trask. Lovely Hula Hands, Corporate Tourism. Pps. 393- 401.

Week Five: September 30. Religious Freedom

Peyote Road: Ancient Religion In Contemporary Crisis.

Your Humble Serpent

Readings:

IX. Native American Rights, Struggle and Revitalization. Pps. 466- 503

Week Six: October 7. Land and Sacred Sites

In Light of Reverence

Readings:

Wilson. Mis Misa. Pps. 75-82.

Gonzalez, The Black Hills. Pps. 132-140.

Rose. The Great Pretenders, Further Reflections on Whiteshamanism. Pps 330-341.

Week Seven: October 14. Tribal Sovereignty, Political Organizations, Movements.

Lakota Women: Siege at Wounded Knee.

Readings:

Laenui, The Rediscovery of Hawaiian Sovereignty. Pps. 141- 152.

Green. The Pocahonta Perplex. Pps. 203-211.

Johansen. Reprise/Forced Sterlizations. Pps 212- 217.

Churchhill. Renegades, Terrorists and Revolutionaries. Pps. 219-223.

Talbot. Free Leonard Peltier. Pps. 224-225.

Week Eight: October 21. Family, Reservation Issues

Smoke Signals

Readings:

NARF Legal Review. All We Ever Wanted was to Catch Fish. Pps. 388-392.

VIII. Community well-being: Health, Welfare and Justice. Pps. 412- 463.

Week Nine: October 28. Youth and Education

Moccasin Flats.

Seminole Education Production

Readings:

Thorpe. The Spirit has Awakened. Pps. 249- 253.

Giago. Reservation Schools Fail to Assimilate all Students. P. 254.

Brave Bird and Erdos. Civilize them with a stick. Pps. 255-262.

Lobo. Urban American Indian Preschool. Pps. 262- 266.

Wollock. Protagonists Emergent, Indians and Higher Education. Pps. 267-281.

Week Ten: November 4. Modernization, Entrepreneurship

Naturally Native

Readings:

Littlefield. Native American Labor. Pps. 369-377.

Johnson. The Dealer's Edge, Gaming. Pps. 377- 388.

November 1: Veterans Day Holiday – No class

Week Eleven: November 18. **Contemporary Life**

Fast Runner

Readings:

Pps. 507- 549

November 25: Thanksgiving – No Class

Week Twelve – December 2. Native American Grave Protection Act - NAGPRA

A Thief of Time

Thieves of Time

Readings:

Thornton. Who Owns our Past. Pps. 303- 318.

Bomberry. Battling for Souls. Pps. 319-329.

Anyon. Zuni Repatriation of War Gods. P. 329.

Week Thirteen: December 9. Environment and Health

Drumbeat for Mother Earth: How Persistent Organic Pollutants Threaten the Natural Environment and the Future of Indigenous Peoples.

Readings:

LaDuke. Indigenous Environmental Perspectives. Pps. 353-368.

Chapin. Struggle over Land on Central America's Last Frontier. Pps. 410-409.

Week Fourteen: Final Exams Week. Date and time as published by University
Course Project Presentations