Anthropology through Film:
Native American Issues, Voices and Perspectives
ANT 4391-U01   #90141.  Fall 2013.  Tuesday 2:00–4:45 PM.
Green Library 523
Version of August 26, 2013

Course Overview
Through films and Internet media this course explores major issues of contemporary Indigenous peoples of America while learning fundamental concepts in anthropology. At each class meeting we will view award-winning films made for theaters, television and documentaries. Films written, produced or acted in by native peoples express the issues and perspectives that Indigenous consider important. Countering the stereotypes of Indians in Hollywood movies, these films exemplify Indigenous visual sovereignty portraying the world views, stories, characters and issues of contemporary Indigenous peoples.

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. Primary emphasis is on Native North American cinema.

Anthropological perspectives highlight the comparative method 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 role of media in the production of knowledge and the rise of Indigenous cinema in presenting Indigenous views.
3. Appreciate the economic, health, environmental, political and legal issues that have been and continue to influence the everyday lives of contemporary Native Americans.
4. Recognize the effects of culture change, modernization and globalization on peoples of the world.
5. Be familiar with an array of anthropological perspectives and methods.

Instructor
Dennis Wiedman, Ph.D. Anthropologist
Associate Professor. Department of Global and Sociocultural Studies.
Office: University Park SIPA 327. 305-348-2262.
Office Hours: Wednesday 3:00 to 4:00, or by appt.
Email: Wiedmand@fiu.edu  Web Page: www.fiu.edu/~wiedmand
Use Blackboard Email to communicate with instructor.
I try to respond to emails within three days.
Syllabus: Anthropology Through Film

Required Readings
Lobo, Susan, Steve Talbot, Traci Morris, eds.
Hearne, Joanna
ISBN: 978-0-8032-1927-4
Wiedman, Dennis (Available electronically through FIU library & Blackboard pdf.)

Films
Most of the selected films and videos will be on reserve in the University Park library for your viewing outside of class. The FIU Sound and Image Resources department is on the fifth floor of the Green library. To view a listing of the films from the FIU library main page, click on “Course Reserves,” to the left of the entry window, http://library.fiu.edu. Enter “Wiedman” for instructor. If you are working from home or a non-university computer, you must first sign into the FIU Library by selecting “Off-Campus Access” on the far top right of the library main page. Enter the student number that is on the back of your Panther ID card.

WEB ASSISTED COURSE MATERIALS – Blackboard.
Specific information for course assignments is posted in Blackboard throughout the semester. Blackboard supports the student learning experience with related readings, web page links, study aids, discussions, emails, and extra credit exercises. Student computers need Mozilla FireFox, MS Word, and Adobe Reader for pdf files.

Announcements: This is where the instructor communicates with the students.
It is important to read announcements as soon as they are posted.
Messages: Send emails to selected individuals using the drop down list.
Email the instructor only within Blackboard Email.
Forums: Here you can send your comments to everyone in the class for discussion.
Compose your item within a specific topic or for a new item post it in “Main.”

Internet access can be through any computer. Computers in the FIU computer labs and the library are available for your use. Begin by clicking on “Blackboard Learn” from the FIU current student main page.
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Course Requirements
Final grades are based on the following components, all of which must be completed in order to be eligible to receive a passing grade.

1. **Exercises** are in-class and out-of-class assignments that enable students to express their perspectives, course comprehension and research abilities while demonstrating their writing and presentation skills. Most are short questions or essays. Best scores are awarded for perfect punctuation, format, and logic. In-class exercises are the instructor’s way of providing regular feedback to students. If you miss an in-class exercise, a written note from a health practitioner is required in order not to receive reduced points.

2. **Exams** enable the student to demonstrate an understanding of the subject by focusing on class lectures, films, readings, and special presentations up to prior class meeting. Exams are composed of matching, multiple choice, true & false, word identifications, essays, etc. Three exams are scheduled. The third exam is cumulative of the entire course. Legitimate reasons for not taking the exam at the scheduled time must be approved by the instructor prior to that date. Students must take the exam before the next class meeting. Scores for students with a written medical excuse receive their full exam score; others receive ten points less than their exam score.

3. **Essay.** Critically review at least one “Miccosukee Magazine” television program and discuss their cinematic, production, and content. Is it effective in communicating Indigenous issues, values and perspectives to the South Florida community? Does the feature segments relate to course materials? This 30 minute television program sponsored by the Miccosukee Tribe shows on Saturdays at noon on channel 7. Text should be 500 words in length.

4. **Fieldtrip Essay:** A field trip to the Miccosukee or Seminole will be a highlight of the course. Earn up to 5 points by writing a 500 word description/analysis of your experience.

Class Meetings: Most of the class time will be devoted to viewing films. In-class discussions where students interpret and critique the films promotes class participation. 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 and participation facilitates success.

Classroom Etiquette: During class time cell phones and text messaging must be turned off and out of sight. Class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking and verbal skills. Active, courteous and informed participation is highly desired.

Attendance: In order to succeed in this course, students are expected to attend every class. Avoid arriving late or leaving early since this disrupts the presentation and student concentration. Course materials, exercises and discussions presented in class are the responsibility of the student. In-class exercises are designed to promote attendance.
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**Style and Format:** All written assignments **MUST** be in the format and style used by the *American Anthropologist*. Style guidelines are available on-line “Writing Professional Research Papers Using the Style of the American Anthropologist.” Use MS Word, double space using 1 inch top, bottom, and side margins. Use Times Roman 12 point font. Do not use footnotes. Endnotes and “Reference Cited” sections should follow text. Simply staple pages together, do not use a binder or fancy cover. Do not use separate cover page. Place name, course title and date single-spaced on top of first page. Name should appear on the top of each page. Bottom center page numbers.

**Timeliness:** Printed exercises and essays are due within 10 minutes of the beginning of the class on the due date; electronic versions are due in Blackboard Turnitin an hour before class on due date. Papers received within 24 hours receive one letter grade less than earned, thereafter they receive a letter grade reduction for each week it is late. No assignments will be accepted after two weeks of the deadline. The last day to submit extra credits is posted in the course schedule below. When specified both printed and electronic versions of the papers are necessary in order to receive a grade.

**Turnitin.com:** Out of class exercises and the extra credit course paper must be submitted through Blackboard-turnitin.

**Optional Ways to Get a Better Grade –**

1) **Optional Research Essay:** A 5 to 15 page essay demonstrates your skills in research analysis and writing on a Native American topic. Instructions will be posted in Blackboard:Instructions. A two-page essay proposal that includes your research topic, outline, and bibliography must be submitted by the scheduled date. Proposal and essay are worth up to 10 extra points. Both must be submitted to receive points. Changing topics requires resubmission of a new proposal. Essay must be based on academic journal articles and books, not web pages.

2) **Optional PowerPoint for students completing Optional Research Essay**
Students doing a research essay can produce a PowerPoint Presentation based on their research to earn up to 3 extra points. Provide the instructor with the PowerPoint presentation via Blackboard. Be sure to reduce the pixel size of the graphic images so that the file is not too large to submit via Blackboard. CDs or thumb drives are not acceptable given the chance for viruses. Students must be willing to present PowerPoint before class in order to receive points.

3) **Optional PowerPoint Presentation to the class:** For those who did #1. Research Essay and #2. PowerPoint, The Instructor will preview the PowerPoints submitted and invite selected students to present their work to the class. Presentations can earn up to 5 additional points.

4) **Recommend an Native made Internet video.** Justify your selection with a narrative why it is of value for students to view, how it specifically contributes to a better understanding of the course topics and “Learning Objectives.” What makes this interesting? Include the web address, title of the video, and viewing minutes. Post in Optional Video Discussion Forum where students view and comment on the video. Recommendations accepted anytime during the semester up to the Friday of Week fourteen. Earn up to 5 extra points for all recommendations.

5) **Optional Extra Credits:** These are announced by the instructor for attending special events.
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. It is considered “plagiarism” to not cite the sources of your information. All sources must be identified in-text and in a “References Cited” section using the style of the American Anthropologist. Students who violate these principles receive a grade of “F” for the course. Written exercises and papers must be submitted to Blackboard-Turnitin.com for an assessment of originality. The instructor 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.

GRADING

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<th>Course</th>
<th>Points</th>
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<tr>
<td>Exams 1 &amp; 2. 15 each</td>
<td>30</td>
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<tr>
<td>Exam 3</td>
<td>20</td>
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<tr>
<td>Miccosukee Magazine Essay</td>
<td>5</td>
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<tr>
<td>Fieldtrip Essay</td>
<td>5</td>
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<tr>
<td>Exercises **</td>
<td>40</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
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Optional: Earn points up to:
- Research Essay: 10
- PowerPoint Presentation: 3
- Presentation to Class: 5
- Video Recommendations: 5
- Events (Usually 1 point each): 1

TOTAL: 124

FINAL GRADE CALCULATION

<table>
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<th>Grand Total Points</th>
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<tr>
<td>A  = 95 - 100</td>
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<td>A- = 90 – 94.9</td>
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<td>B+ = 87 – 89.9</td>
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<td>D  = 64 – 66.9</td>
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<tr>
<td>D- = 60 – 63.9</td>
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<tr>
<td>F  = 59.9 or less</td>
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** At the end of the semester the total number of points for the Exercises may be more or less than the Course Points. Points are calculated using the following formula: A) Total points received divided by B) Total possible points, multiplied by C) Course Points = D) Course Points Earned. (A / B) x C = D

Course Topics and Assignment Schedule. 165 minutes each class
Readings refer to course books “Native American Voices” and “Smoke Signals: Native Cinema Rising.”
Assigned readings are to be read by the scheduled class.
Italicized film titles are tentative. Call numbers are for the FIU Library Media Reserve.
Music videos, animations and short films are also shown weekly.

Class One: Tuesday, August 27
Course Introduction
Blackboard Introduction
Native America, Identity, US Relations & Current Issues
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Class Two: Tuesday, September 3
   Student Introductions
   Exercise: Who’s Who Student Introductions
   Posted in Blackboard: Discussions by noon, Tuesday, September 3.

Films by Indians and about Indians
Reel Injun: On the Trail of the Hollywood Indian. 88 minutes.
Readings: Lobo 2-9 Peoples and Nations Introduction
   28-48 Indigenous Identity
   62-70 Perceptions of NA Democracies
   94-104 The American Indian Story Introduction
   202-205 Native Representations, Media and the Arts Introduction.
   206- 210 Creating a Visual History.
   224-228 Wiping the Warpaint off the Lens: Native American Film & Video

Class Three: Tuesday, September 10
   International Indigenous Rights to Land and Resources
   Our Land, Our Life: The Dann Sisters . . . Still Defiant After all these Years.
   74 Minutes  E99.S39 O97 2006
Readings: Lobo 104-113, History of Federal Indian Policy
   468-475 Declaration of the Rights of Indigenous Peoples
   475  Resolution in Support of the UN Declaration: Nat. Congress of American Indians
   128-139 The Border Crossed Us: Border Crossing Issues of Indigenous Peoples
   489-491 Call to Consciousness on the Fate of Mother Earth

Class Four: Tuesday, September 17
   Globalization, Colonization and Assimilation
   We Shall Remain: Wounded Knee. 78 minutes E77.W4 2009
Readings: Lobo 113-119 The Black Hills: The Sacred Land of the Lakota and Tsistsistas
   140-144 Genocide of California Indians
   152-159 Racism, Stereotypes and Discrimination
   198-199 Free Leonard Peltier

Class Five: Tuesday, September 24
   Music, Dance and Art
   World of Native American Dance. 50 Minutes. E98.D2 W67 2003
Readings: Lobo 211- 213 One More Smile for a Hopi Clown
   214-222 But is it American Indian Art?
   223-224 The National Museum of the American Indian
   251-256 Traveling Traditions
   Hearne IX-XXXIV
Wiedman 2010. Global Marketing of Indigenous Culture.(See Blackboard: Prof Pubs)
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Class Six: Tuesday, October 1
  Exam 1 at beginning of class
  Fine Arts, Family History, and International Recognitions
  *Unconquered: Allen Houzer and the Legacy of One Apache Family. 2009. 32 minutes*
  Readings: Lobo 51-55 The Hidden Heritage Introduction
  90-92 Just Speak Your Language
  Hearne 1-75

Class Seven: Tuesday, October 8
  Family, Reservation Issues, Age Transitions
  *Smoke Signals. 1998. 89 Minutes. PN 1997 .S566*
  Readings: Lobo 229-231 Gone with the Wind: A Decade after Smoke Signals.
  266-276 The Epidemiology of Alcohol Abuse Among American Indians
  Hearne 76-127

Class Eight: Tuesday, October 15
  Modernization, Stereotypes, Gender, Gaming, and Entrepreneurship
  Readings: Lobo
  159-165 Pocahontas Complex
  165-172 Punishing Institutions
  172-173 Indian-Named Mascots
  174-174 We’re Imitating the Enemy
  175-184 Native American Women and Coerced Sterilization
  184-290 Missionary Education of Native American Girls
  363-369 Indian Gaming in the States: Dispelling Myths & Highlighting Advantages
  Hearne 128-194.

Class Nine: Tuesday, October 22
  Oral Traditions, Kinship, Environmental knowledge.
  *Before Tomorrow. 2009. 93 minutes.*
  Readings: Lobo 56-61 Mis Misa: The Power Within Akoo-Yet that Protects the World
  Lobo 302-307 The Sacred: Spirituality and Sacred Geography Introduction
  308-309 Recovering the Sacred: Power of Naming and Claiming

Class Ten: Tuesday, October 29
  Exam 2 at beginning of class
  Spirituality, Story Telling, Elder & Youth Relations
  *The Longest Sun. 17 minutes.* http://www.youtube.com/watch?v=yXS5d3UVg6I
  Readings: Lobo 246-251 Asgaya-DiHi
  310-312 Alone on the Hilltop
  313-316 My World is a Gift of my Teachers
  317-328 Who Owns our Past? Repatriation of NA Human Remains & Objects
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Class Eleven: Tuesday, November 5

Philosophy and Cosmology
Readings:
Lobo 185-194 Protecting NA Human Remains, Burial Grounds, and Sacred Places
194-198 New Indians, Old Wars
238-245 Community Wellness: Family Health & Education Introduction
337-341 American Indian Religious Freedom Act After 25 Years
(See Blackboard: Prof Publications)

Class Twelve: Tuesday, November 12

Health and Wellbeing
The Gift of Diabetes. 58 minutes RC 660.4 G54 2005
Readings: Lobo 258-266 American Indian and Alaska Health
276-279 Perspectives on Traditional Health Practices
280-281 Restoring Native Foods for Health and Community Well-Being
282-283 My New Year’s Resolution: No More Fat “Indian” Food
Wiedman 2012 Native American Embodiment of the Chronicities of Modernity: Reservation Food, Diabetes and the Metabolic Syndrome among the Kiowa, Comanche and Apache. (Blackboard pdf. See Prof Publications)

Class Thirteen: Tuesday, November 19

Deadline for optional essays. Electronic by noon in Blackboard and printed within 10 min. of start of class.

Restoration of Tribal Arts, Medicines and Identity
Teachings of the Tree People. 57 minutes. E78.W3T43 2006
Readings:
Lobo 344-352 NA Sovereignty: Self-Governance, Culture and Sustainable Development
369-370 Evo Presidente
370-376 Lovely Hula Hands: Corporate Tourism and Prostitution of Hawaiian Culture
376-387 Indigenous Environmental Perspectives: A NA Primer

Class Fourteen: Tuesday November 26

Deadline for optional PowerPoint Presentations by noon in Blackboard.

Indigenous Sovereignty and Subsistence Rights
Smokin Fish 2011. 80 minutes.
389-395 Alaska Natives Struggle for Subsistence Rights
395-396 The Cobell Lawsuit
491-492 Eroding Alaska Town sue 24 Oil and Energy Companies
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Class Fifteen: Tuesday, December 3
Political Voice & Tribal Sovereignty

Trudell. 78 minutes E 99 S22 T78 2006

Readings:
Lobo 416- Reflections of Alcatraz
456-462 Indigenous Rights: Struggle and Revitalization
463-468 Direction in People’s Movements
476-478 Visions in Geneva: The Dream of the Earth
493-494 Closing Address

Student Presentations

Exam Week:
Final Exam: Last hour of class. Date and time in University Exam Schedule
Student Presentations
Final Comments