Anthropology through Film: Native American Issues, Voices and Perspectives
ANT 4391-U01  Spring 2012. Tuesday 2:00–4:45 PM.
College of Business Complex - Room 254  MMC
Version of January 15, 2012

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 they consider important.

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 Americans.

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. Be familiar with an array of anthropological perspectives and methods.

3. Understand the production of knowledge and the role of media in presenting Indigenous views.

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 peoples of the world.

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

Required Readings
Lobo, Susan, Steve Talbot, Traci Morris, eds.

Wiedman, Dennis

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 – Moodle.
Specific information for course assignments is posted in Moodle throughout the semester. Moodle 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.

Email: Send emails to selected individuals using the drop down list.
Email the instructor only within Moodle 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.”

Announcements: This is where the instructor communicates with the students.
It is important to read announcements as soon as they are posted.

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 “Moodle” from the FIU current student main page.
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. **Fieldtrip Essay:** A group field trip to the Miccosukee or Seminole Reservation will be a highlight of the course. Earn up to 5 points by writing a 250 word description/analysis of your experience.

**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.

**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.
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**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 Moodle 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. 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 Moodle-turnitin.

**Optional Ways to Get a Better Grade** –
Students who want to ensure a better grade can 1) write an optional course essay and, if they care to, 2) produce a PowerPoint presentation based on this research. The instructor then invites selected students to 3) present their PowerPoint research before the class.

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 Moodle: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 Moodle. Be sure to reduce the pixel size of the graphic images so that the file is not too large to submit via Moodle. 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 before the class:** The Instructor will preview the PowerPoints submitted and invite selected students to present their work before the class. Presentations can earn up to 5 additional points.

4) **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. Student’s who violate these principles receive a grade of “F” for the course. Written exercises and papers must be submitted to Moodle-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.
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GRADING

<table>
<thead>
<tr>
<th>Course Points</th>
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<tbody>
<tr>
<td>Exams 1 &amp; 2. 15 each</td>
<td>30</td>
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<tr>
<td>Exam 3</td>
<td>25</td>
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<tr>
<td>Fieldtrip Essay</td>
<td>5</td>
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<tr>
<td>Exercises **</td>
<td>40</td>
</tr>
<tr>
<td>** TOTAL**</td>
<td>100</td>
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Optional: Earn points up to:
- Research Essay 10
- PowerPoint Presentation 3
- Presentation to Class 5
- Special Events 

** 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

FINAL GRADE CALCULATION

<table>
<thead>
<tr>
<th>Grand Total Points</th>
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<tbody>
<tr>
<td>A = 95 - 100</td>
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<tr>
<td>A- = 90 – 94.9</td>
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<tr>
<td>B+ = 87 – 89.9</td>
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<tr>
<td>B = 84 – 86.9</td>
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<tr>
<td>B- = 80 – 83.9</td>
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<td>C+ = 77 – 79.9</td>
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<td>C = 74 -76.9</td>
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<td>C- = 70 – 73.9</td>
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<td>D+ = 67 – 69.9</td>
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<tr>
<td>D = 64 – 66.9</td>
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<tr>
<td>D- = 60 – 63.9</td>
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<td>F = 59.9 or less</td>
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Course Topics and Assignment Schedule. 165 minutes each class
Readings refer to course book “Native American Voices” by Lobo, Talbot and Morris, eds. Assigned readings are to be read by the scheduled class. Italicized film titles are tentative. Call numbers are for the FIU Library Media Reserve.

Class One: Tuesday, January 10.
Course Introduction
Moodle Introduction
Native America, Identity, US Relations & Current Issues

Class Two: Tuesday, January 17.
Student Introductions
Posted in Moodle: Who’s Who by 1:00 PM. Tuesday, January 17.
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
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Class Three: Tuesday, January 24.

Identity and Gender
Miss Navajo. 58 minutes. 2008
Readings: Lobo 152-159 Racism, Stereotypes and Discrimination  
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

Class Four: Tuesday, January 31.

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

Class Five: Tuesday, February 7.

Globalization, Colonization and Assimilation
Bury My Heart at Wounded Knee. 132 minutes. PN1997.2 .B8727 2007
Readings:
Lobo 113-119 The Black Hills: The Sacred Land of the Lakota and Tsistsistas  
140-144 Genocide of California Indians  

Class Six: Tuesday, February 14.

Exam 1 at beginning of class
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  
229-231 Gone with the Wind: A Decade after Smoke Signals.  
251-256 Traveling Traditions

Class Seven: Tuesday, February 21

Family, Reservation Issues, Age Transitions
Smoke Signals. 89 Minutes. PN 1997 .S566
Readings:
Lobo 51-55 The Hidden Heritage Introduction  
90-92 Just Speak Your Language  
266-276 The Epidemiology of Alcohol Abuse Among American Indians
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Class Eight: Tuesday, February 28.
   Spirituality, Story Telling, Elder & Youth Relations
   *Dream Keeper.* 180 minutes. PN 1997.2 .D74 2004
   Readings: Lobo 302-307 The Sacred: Spirituality and Sacred Geography Introduction
   308-309 Recovering the Sacred: Power of Naming and Claiming
   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
   337- 341 American Indian Religious Freedom Act After 25 Years

Class Nine: Tuesday, March 6
   *Mato Paha: Rally to Protect Bear Butte.* 2010. 70 minutes.
   56-61 Mis Misa: The Power Within Akoo-Yet that Protects the World
   344-352 NA Sovereignty: Self-Governance, Culture and Sustainable Development

March 13 – Spring Break – No Class

Class Ten: Tuesday, March 20.
   Exam 2 at beginning of class
   Philosophy and Cosmology
   Readings:
   Lobo 185-194 Protecting NA Human Remains, Burial Grounds, and Sacred Places
   194-198 New Indians, Old Wars
   198-199 Free Leonard Peltier
   238-245 Community Wellness: Family Health & Education Introduction
   246-251 Asgaya-DiHí

Class Eleven: Tuesday, March 27
   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. 2010 Globalizing the Chronicities of Modernity.

Class Twelve: Tuesday, April 3.
   Restoration of Tribal Arts, Medicines and Identity
   *Teachings of the Tree People.* 57 minutes. E78.W3T43 2006
   Readings:
   363- 369 Indian Gaming in the States: Dispelling Myths & Highlighting Advantages
   369-370 Evo Presidente
   370-376 Lovely Hula Hands: Corporate Tourism and Prostitution of Hawaiian Culture
Class Thirteen:  Tuesday, April 10

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

Indigenous Sovereignty and Subsistence Rights
Drumbeat for Mother Earth. 56 minutes. 1999. RA 448.5.15 D78 1999
Lobo 376- 387 Indigenous Environmental Perspectives: A NA Primer
389-395 Alaska Natives Struggle for Subsistence Rights
395-396 The Cobell Lawsuit
489-491 Call to Consciousness on the Fate of Mother Earth
491-492 Eroding Alaska Town sue 24 Oil and Energy Companies

Class Fourteen:  Tuesday April 17

Deadline for optional PowerPoint Presentations by 10:00 AM

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

Class Fifteen:  Tuesday, April 24.

Final Exam:  Last hour of class. Tuesday, April 24, 2:15- 4:15
Student Presentations
Final Comments