Anth 1170 (720) - Exploring Gender and Culture through Film  
Fall 2013

Instructor: Sara Jamieson, Ph.D. 
Time: M W F 11-11:50am 
Classroom: S106 Buckingham Hall 
Office Hours: S120 MW 9-10, or by appointment 
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Course Description 
This course will introduce you to basic terms, concepts and theories of the subfield cultural anthropology. We will discuss the various ways that human groups around the world organize and experience their lives through distinctive cultural practices, thereby encouraging you to question what we commonly take for granted as "human nature." Cultural anthropology examines many aspects of human life including economics, religion and ritual, social and political organization, kinship and marriage, and sexuality and gender. In this course we pay particular attention to how sexuality and gender are culturally "constructed" in several of the world's societies and to how these constructs shape women's and men's daily lives. We will read a textbook, an ethnography, and several journal articles and will view several ethnographic films to compare the culture and gender systems of several indigenous groups: the Moso of southwestern China, the Kayapó of the Brazilian Amazon region, the Wayuu of Colombia and Venezuela, the Sambia of Papua New Guinea and the Maasai of East Africa, among others. In addition to viewing ethnographic films for cultural content, we will also view them with a critical eye, identifying both romanticized and unfavorable representations of indigenous peoples where relevant. You will leave this class with an appreciation for cultural diversity across the globe and will gain an understanding of how global changes are affecting cultural practices once imagined as "traditional."

Required Texts and Articles
- All other readings will be posted on D2L.

Course Evaluation
300 pts. 2 Exams (approx. 50% of grade): These will be part essay, part identification, and part multiple choice. Final is cumulative.

150 pts. Pop Quizzes/Film Responses/Writing Assignments/Film Discussion (Worth 20 points each): Pop quizzes (which cannot be made up if you miss a class) will cover information in the readings, films, or lectures. Movie responses and writing assignments are spelled out in the course schedule. One time during the semester you and your group will lead a discussion about a film we viewed. Your questions should encourage students to make connections between the film and what we are learn in class and in readings.
Ethnographic Observation Assignment: You and two other classmates will observe a place on campus or in the Boulder community for one hour. You will take detailed field notes, which you will compare with your two classmates’ field notes and then write up a response.

Mock Panel Participation and Reflection Paper: You will participate in a mock panel on Female Genital Operations wherein you will assume the position of an individual that I assign to you. After the panel you will write a reflection paper about what you learned.

Attendance and Participation:
I will take attendance in the beginning of each class. More than 3 absences will result in a drop of a half grade point, for example, if you have earned a B in the class, you will drop to a B-. Each subsequent absence will drop your grade another half grade point. Missing the equivalent of 3 weeks of class (6 classes for a T/Th class and 9 classes for a MWF class) will result in your failing this course. You are accountable for keeping up with the assigned readings, attending class regularly and being engaged with the course content while in class. “Engaged” students are those who actively listen, take notes, ask relevant questions and share their thoughts about the course material. Given that I reserve the right to make changes to the syllabus (which I will announce during class) it is important to attend class regularly and to ask classmates about any assignments that may have been announced when you were absent.

Films
A few films will be shown in class, others will be streamed through Norlin reserves (password “gender13”) and others will be shown outside of class in the Buckingham living room. Evening screening times will be 6-9pm on Mondays.

You are also responsible for handing in reaction sheets to some of the films we will be watching in this class. These will be due the next class period following the film viewing. Be aware that in many cases you will not be able to watch films you miss due to the fact that I often have to order them through interlibrary loan. In these cases I may only keep them a limited amount of time and therefore cannot loan them to students who miss the initial viewing.

Course Expectations
Student Success: To succeed in this class, you will need to attend regularly, participate in class discussions and lectures with constructive questions or perspectives, think critically about the material we read, discuss, and watch, and complete all assignments on time.

Late and Missing Assignments: I do not accept late assignments. Neither will I accept emailed assignments. If your printer malfunctions, use one of the many printers available on campus. Please note that if you miss an exam, I will only allow a make-up exam in the case of a documented emergency (i.e., note from a doctor, funeral home director, etc). If you must miss class on the date of an exam, let me know in advance so you can make arrangements to take the test early.

Arriving Late to Class: Coming late to class disrupts the class and results in you missing important information.
Technology in the Classroom Behavior: Silence all cell phones and put them out of sight during class. Laptops are forbidden.

D2L: You are responsible for checking CU Learn regularly as I may post assignments or any changes regarding our class schedule. You are also personally responsible for verifying that your completed assignments and exam scores have been entered into the CU Learn grade book. If there are assignments that you have completed but didn’t receive credit for, the burden of proof falls on you, meaning you will have to reproduce a copy of your assignment. In other words, always save electronic versions of your assignments.

Course Schedule (subject to change)

Section 1: A. Cultural Anthropology: General Concepts and Methods

Week 1
M Aug 26 Introduction to course and to each other
W Aug 28  What is Anthropology?  Read: Ch 1 in Culture

Guiding Questions:
~ What are the four subfields of Anthropology?
~ What is the holistic approach and how does it distinguish anthropology from other fields?

F Aug. 30
Read: Ch 2 Culture, pp. 18-27
Read: LML “A Lifetime of Tears” pp. 1-16
Film Clip: Mosuo Walking Marriage (PBS, 2005)

Guiding Questions:
~ What is the definition of culture? What are the characteristics of culture?
~ What does it mean to say that culture is both public and individual?
~ What are the different levels of culture?
~ What do we know about Moso culture so far?

Week 2
M Sept 2  Labor Day- no class

W Sept 4  The Culture concept in Historical Perspective & Anthropological Methods
Read Ch. 2 Culture, 27-35
Read: LML “Latso” pp.20-38
LML “Latso Comes Home” pp.39-55

Guiding Questions:
~ What is practice theory?
~ What is popular culture and civic culture?
~ What are the different levels of culture?
~ What is the difference between human and cultural rights?
~ What are some mechanisms of culture change?

F Sept 6  Cont. Culture Concept & Methods
Read: Ch. 3 Culture
Read: LML “The Cultural Revolution” pp.55-67
LML “A Pair of Red Shoes” pp. 61-67

Guiding Questions:
~ What are the methods anthropologists use to gather their data?
~ What is the AAA code of ethics?

*Ethnographic Observation Assignment Distributed (due Monday Sept. 16th)*

Week 3
M Sept 9  Ethnicity, Race and Other Types of Social Groups
Read: Ch 11 Culture pp. 213-222
*Film streamed thru D2L

Guiding Questions
~ What is the difference between an ethnic group and racial group?
~ What is the problem with classifying people by race?
Guiding Questions & Writing Assignment (1 single-spaced page typed; 20 points):
- What does it mean to say that race is “socially and culturally constructed”?
- Which ethnic groups we have learned about in LML?
- Write a minimum of two paragraphs discussing the different social groups to which you belong and situations in which your social identity may shift. Refer to your textbook for examples of how one’s identity shifts across contexts. (This will be due in class on Sept. 13th)

F Sept 13 Cont. Ethnicity and Race
Read: no readings

Week 4
M Sept 16 Economic Systems—“Making a Living”
Read: Ch 5 pp. 78-85

*Due: Ethnographic Observation Assignments- Discuss in class

Guiding Questions:
- What are the four adaptive strategies humans use to make a living?
- Which strategies do the Moso rely on?

W Sept 18 Cont. Economic Systems
Read: Ch 5 pp. 85-95
*Streamed Through D2L

Guiding Questions:
- What are means of production?
- What is alienation? Have you ever felt this at a job that you have held?
- What are 3 different modes of exchange? What types do small-scale societies rely on most often?
- What about U.S. society?

F Sept 20 Gender Constructions & Gender Relations
Film Discussion
Read: Ch 8 (Gender) in Culture pp. 145-155
Read: LML “Into the Mountains” pp. 76-89

Guiding Questions:
- What is the difference between sex and gender?
- How does this concept relate to what we have learned about Moso gender relations?
- In Moso society which jobs/duties are considered women’s work and which jobs/duties are men’s jobs?

Week 5
M Sept 23 Cont. Gender Constructions & Relations
Read: Ch 8 in Culture pp. 156-165
Read: LML “Stories around the Campfire” pp. 90-95
& LML “The Mountain Goddess” 96-108

Guiding Questions:
- In general, in which types of societies does one find more gender equality?
- How might you personally explain the correlation between women in the labor force and happiness (p. 159)
Section 1: B. Cultural Anthropology: Socio-Cultural Subsystems

Week 6

*MISS REPRESENTATION- TUESDAY Oct. 1st - Movie Response due Fri Oct. 4th

M Sept 30 Religion & Ritual

Guiding Questions:
- Identify some characteristics of religion, as well as functions?
- What is magic? Can you think of some examples of magical behavior in today’s society?

Read: Ch 10 Culture
LML “A Song & Trip to the City” pp. 139-152
LML “The City” pp. 153-164

W Oct 2 Cont. Ritual and Religion

Guiding Questions:
- What type of religion do Moso observe?
- What two purposes do rituals serve?
- Do you agree with Karl Marx that religion is the opiate of the masses?
- Why do you think the Chinese Red Guards destroyed temples in Moso country?

Writing Assignment (80 pts): (1-2 pgs. single-spaced typed, due next class Oct. 4th)

- Think of a rite of passage that you personally have gone through or have witnessed another person go through and describe it using Van Gennep’s three part model (1 pg.) (refer to p. 174-8 in Culture for specific characteristics of the phase of liminality)

F Oct 4 Ritual and Religion

Film Discussion

Read: LML “Love and Duty” pp. 184-194
LML “A Scandal” pp. 195-209

Week 7

M Oct 7 Finish Ritual and Religion

Read: No readings

*Miss Representation Movie Responses Due in class (20 points)

W Oct 9 Families, Kinship, Marriage

Read: Ch 8 in Culture
Read: LML “Xichang Again” pp. 210-218
LML “The Audition” pp. 219-225

Guiding Questions:
- What percentage of American families living in nuclear family households?
- What do foraging societies and industrial societies like ours share in common?
- Identify characteristics of descent groups
Read: Article on D2L “Arranging a Marriage in India”

Guiding Questions

In the article “Arranging a Marriage in India,” What were Sita’s parents looking for in a potential mate?
What role does romantic love play in such arranged marriages?
What do these situations tell us about the idea of love that we are so familiar with?

Week 8
M Oct 14  Finish Families
W Oct 16  MIDTERM EXAM
Read: no readings & review for exam
Covers all material through Oct 14th
F Oct 18  The World System & Colonialism
Read: Ch 11 Culture pp.189-197
Read: LML “Coming Home” pp. 249-264

Guiding Questions

Why do you think so many Americans identify with the middle class, regardless of actual income. Which cultural values may be coming into play here?
What led to the occupy movement of 2011 according to Gezon and Kottak?

Week 9
M Oct 21  The World System & Colonialism
Read: Chap 11 Culture pp. 197-209
Read: Women & the Global Factory article on D2L
Film in Evening in this Room: The Devil’s Miner (2005)
Film Response due Mon. Oct 28th

Guiding Questions:
Women and Global Factory Article:
• What is a multinational corporation?
• Why have wealthy countries sought to move production to other “developing” countries?
• Why do factory managers prefer to hire women?

The World System & Colonialism in Culture text:
• What is the difference between colonialism and neocolonialism?
• What are the two phases of European colonialism
• What is neoliberalism?

W Oct 23  Finish the World System
Film: Mardi Gras Made in China on (watch on D2L)
Film Response due Mon. Oct 28th
Read: No readings

F Oct 25  No Class
No readings-Work on film responses due Monday

Week 10

Section II: Case Study 1: The Wayuu of Venezuela & Colombia
M Oct 28  *Film Responses Due
Film Discussions &
Intro to The Wayuu: Colonial History and Current Situation
Read: On D2L “The Status of Indigenous People in Venezuela” by Jamieson

Film Short: Wayuu Life on the Guajira Peninsula

Guiding Questions:
~ How did Venezuelan’s new constitution of 1999 change indigenous rights in Venezuela?
~ How would you describe Hugo Chavez’s attitude toward indigenous people?

W Oct 30 Social Organization, Economics
Gender Relations & Puberty
Rituals

Read: Ch. 3 “Wayuu History & the Puberty Ritual…” by Jamieson

Guiding Questions
~ How did Wayuu react to the efforts of Spanish colonial forces to Christianize and subjugate them?
~ What are some of the reasons they have been so successful at resistance?
~ What does a young woman learn during puberty seclusion to prepare her for life? What is a “bodily education”?

F Nov 1 Wayuu Social Organization & Economics

Read: “Wayuu Social Org. & Gender…” by Jamieson

Week 11
M Nov 4 Wayuu Puberty Ritual

Read: no reading

Guiding Questions
~ What types of changes did Wayuu people encounter with urban migration?
~ How did their economic practices and relations between Wayuu men and women change?

W Nov 6 Gender Antagonism in Wayuu Expressive Culture

No readings

F Nov 8 Cont. Gender Antagonism & Comparison of Wayuu and Moso

No readings

Week 12

Case Study 2: Kayapó Culture Change & Indigenous Activism

M Nov 11 Kayapó Culture & Political Activism

Read sections of: “The Shifting Middle Ground: Amazonian Indians and Eco-Politics” (Conklin and Graham)

*These pages only: Pp. 695-699 (stop at “Politics: Old and New”)
Pp. 701-703 section titled “Symbolic Value…”
Pp. 703-704 section titled “Symbols & Realities”
Guiding Questions:
- Why did the Amazonian Indians decide to form alliances with environmental NGO's (non-governmental organizations)?
- Why did environmental groups want to join forces with Amazonian Indians?
- What is the "ecologically noble savage" and why is it problematic to think of indigenous people in this stereotyped way?

W Nov 13 Cont. Kayapo Culture & Activism No readings
Film: Kayapo Out of the Forest (1989, Norlin-52m)

Film Guiding Questions:
- What are Kayapo age grades & how does this relate to the way that males and female interact?
- Why have Kayapo been so successful at political organizing?
- How do the Kayapo use film in their activism?

F Nov 15 Kayapó Activism and Use of Film No readings

Week 13

M Nov 18 Finish Kayapó No readings

Section 3: Human and Cultural Rights: The Female Circumcision Debate
W Nov 20 Human Rights and the Global Debate over FGO Read: (All articles for this section under FGO on D2L)
- UN Universal Declaration of Human Rights
- UN Declaration of the Rights of Indigenous Peoples

F Nov 22 Female Circumcision Two Films in class:
- Womanhood & Circumcision among the Maasai: 3 Maasai Women Have Their Say
- The Right to Femininity (2005)

Guiding Questions
- Regarding the issue of FGC, do you see conflict between the rights of a young Maasai girl as laid out in the Universal Declaration of Human Rights and the UN Declaration of the Rights of Indigenous Peoples?
- Can you explain this practice from the perspective of those women who feel this is an important cultural practice?

Week 14

M Nov 25th-29th FALL BREAK

Week 15

M Dec 2 Female Circumcision & Film Discussion Read:
- "Should Female Genital Operations be an accepted Cultural Practice?" (Fuambai Ahmada and Creel et al.)
- "The Hastings Report"
- "Searching for "voices": Feminism, Anthropology… and the Global Debate over FGO" by Walley (Pp. 405-412)
Cont. Female Circumcision
Read: Catch up on above readings

Preparation for Mock Panel- Roles Assigned

Week 16
M Dec 9 Mock Panel of FGO
W Dec 11 Mock Panel Reflections Due
F Dec 13 Review for Final Exam on Sat. Dec. 14th 4:30-7:00pm in this room

Viewing Ethnographic Films Critically
We will learn in this course that it is important to read ethnographies with a critical eye. It is equally true that we recognize that ethnographic films created by individuals with their own theoretical perspectives and agendas. Behind everything ethnographic documentary, there was a film crew hoping to capture certain aspects of life of a particular group of people. Certain scenes were likely edited out, certain people's commentary were included while others were not. Here are some questions to guide us in thinking more critically about the ethnographic films we are going to watch this semester.

1. Does the film use the *emic* (native point of view) or *etic* narration (disembodied narrator who portrays people as exotics). Is there some of both going on?
2. Is the film "voice" (recall that film is a form of communication) that of someone who is a distant observer or expert or is it that of someone who is an active participant in what is going on? Do the filmmakers appear in the documentary or not?
3. Do you get the sense that the film is concerned with making generalizations about a group of people (focusing on general cultural patterns) or by portraying internal differences or heterogeneity within a group of people?
4. If the film does show internal variation, what type is it exactly? Is it along gender, age, class lines, or social position?
5. Do we get a sense for what both men's and women's lives may be like or is one gender portrayed more than the other? Do we get a sense for differences within genders along age and class lines?
6. Think about whether the film shows lots of wide shots featuring many people or close-up shots of faces and people doing things.
7. Does the film use personal names? Do we get a sense for individual personalities?
8. Can you tell how the film crew may have influenced the behavior of those being filmed? Do certain scenes feel staged?
9. How visual is the film? How verbal is the film? What is conveyed better by visuals? By words? Are the visual and the text complementary, contradictory, or unconnected?
10. Are there technical aspects of the film (i.e. light, angle, close shots) used to portray a particular feeling of a character/scene or to arouse a particular feeling in the viewer?
11. Are editing techniques (juxtaposition of images, music, etc.) used to make the viewer feel or perceive the content in a certain way?

UNIVERSITY POLICIES (Spring 2013)
(1) On Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices

If you have a temporary medical condition or injury, see guidelines at:
http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at:
http://www.colorado.edu/disabilityservices

(2) On Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to
deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me about your religious obligations as early as possible so that I can make arrangements with you regarding missed material, assignments and tests if applicable. See full details at: http://www.colorado.edu/policies/fac_relig.html

(3) **On Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: http://www.colorado.edu/policies/classbehavior.html and at: http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

(4) **On Discrimination and Sexual Harassment:** The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at: http://www.colorado.edu/odh

(5) **On the Honor Code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: http://www.colorado.edu/academics/honorcode/