ANTH 1170 (720) - Exploring Gender and Culture through Film
Fall 2014

Instructor: Sara Jamieson, Ph.D.
Time: M W 3-4:15 pm
Classroom: S106 Buckingham Hall
Office Hours: S120 M 12-2pm, W 10-11pm, or by appointment
Email: Sara.Jamieson@Colorado.edu

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, including the Mosuo of southwestern China, the Wayuu of Colombia and Venezuela, 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 as well as 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. The first exam is broken up into 2 parts: an objective, in-class portion, and two take-home essays that will be due in class the following class. The final is cumulative.

120 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.

20 pts. **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’ fieldnotes and then write up a response.

70 pts. **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.

510 pts. **TOTAL**

**Films**

A few films will be shown in class, others will be streamed through D2L, and others will be shown outside of class in our classroom.

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**

**Attendance:**

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. Arriving to class more than 5 minutes late is considered an absence. Please notify me if you have a class across campus immediately before or after this class.

**Late and Missing Assignments:**

I do not accept late assignments. Neither will 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 25  Introduction to course and to each other
W Aug 27  What is Anthropology?

Video Clip- Mosuo Walking Marriage (PBS '05) (8 mi)
Read: Ch 1 in Culture
Read: Ch 2 Culture, pp. 18-27

**Guiding Questions:**
- What are the 4 subfields of Anthropology?
- What is the holistic approach of Anthropology?
- 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?

WEEK 2
M Sep 1  Labor Day- No class!
W Sep 3  The Culture concept in Historical Perspective & Anthropological Methods

Read: Ch. 2 Culture, 27-35
LML “A Lifetime of Tears” pp. 1-16
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 some mechanisms of culture change?

WEEK 3
M Sep 8  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 primary methods anthropologists use to gather their data?
- What is the purpose of the AAA code of ethics?

*Ethnographic Observation Assignment Distributed (discussion will be on Monday Sep. 17th)*

W Sep 10  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?
WEEK 4
M Sep 15  Ethnicity and Race
  Movie Discussion
Read: Ch 11 Culture pp. 222-234
Read: “White Privilege: Unpacking the Invisible Knapsack” (P. McIntosh) on D2L

**Guiding Questions**
- What does it mean to say that race is “socially and culturally constructed”?  
- Which ethnic groups we have learned about in Leaving Mother Lake?

Section I: b) Cultural Anthropology: Socio-Cultural Subsystems (economic, gender, religious, marriage & kinship systems)
W Sep 17 Economic Systems-“Making a Living”  
Read: Ch. 5 in Culture

*Due: Ethnographic Observation Assignments- Findings Discussed in class

**Guiding Questions:**
- What are the four adaptive strategies humans use to make a living?  
- Which strategies do the Mosuo rely on?  
- What are 3 different modes of exchange? What types do small-scale societies rely on most often?

WEEK 5
M Sep 22  Cont. Economic Systems  
Read: Ch. 5 in Culture
LML “Two Chicken Legs…” pp.68-76

W Sep 24  Gender: Some Terms  
Read: Ch 8 in Culture pp. 145-165

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

- 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)

WEEK 6
M Sep 29 Gender Constructions & Gender Relations
  Student Led Film Discussion: Tiseye
Read:  LML “Into the Mountains” pp. 76-89
  LML “Stories around the Campfire” pp. 90-95

W Oct 1  Gender as a Social Construction
Read:  “Night to His Day”: The Social Construction of Gender  
  (J. Lorber)
Read:  LML “The Mountain Goddess” 96-108

*MISS Representation screened- time to be announced
*Tough Guise 2 screened- time to be announced

WEEK 7
M Oct. 6  Finish Gender  
*Miss Representation response due in class*  
Read: LML “My Skirt Ceremony” pp.109-125  
LML “A Knock at Bedroom Door” 126-38

W Oct. 8  Religion & Ritual  
Read: Ch 10 Culture

**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?  
~What type of religion do Mosuo observe?  
~What two purposes do rituals serve according to Gezon and Kottak?  
~Do you agree with Karl Marx that religion is the opiate of the masses?

**WEEK 8**  
M Oct. 13  Leaving Mother Lake Discussion  
Read: LML “A Song & Trip to the City” pp. 139-152  
“The City” pp. 153-164  
“A Village on the Edge of Time” pp. 172-183  
“Love and Duty” pp. 184-194

W Oct. 15  **MIDTERM EXAM**
Exam Covers material through Oct. 13th

**WEEK 9**  
M Oct. 20  Families, Kinship, Marriage  
Read: Ch 8 in Culture  
Read: “Arranging a Marriage in India” by Nanda (D2L)  
Read: “What if Marriage is Bad for Us?” by Essig & Owens (D2L)

**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

**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?

W. Oct. 22  Finish Leaving Mother Lake- Discussion  
LML: “A Scandal” pp. 195-209  
“Xichang Again” pp. 210-218  
“The Audition” pp. 219-225  
“Life at the Conservatory” pp. 226-248  
“Coming Home” pp. 249-264  
*Movie: Watch Two Mosuo Sisters (2013) on D2L*

**WEEK 10**  
M Oct. 27  Two Mosuo Sisters Movie Discussion  
The World System & Colonialism  
Read: Ch 10 Culture pp.189-197
**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?"

---

W Oct 29  Finish World System & Colonialism

Read: Chap 10 Culture pp. 197-209

Read: Women & the Global Factory article on D2L

Film in Evening in this Room at 8pm: *The Devil's Miner* (2005)

---

**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?

---

**Section II: Case Study: In Depth Examination of the Culture and Gender System of the Wayuu of Venezuela & Colombia**

**WEEK 11**

M Nov 3  Student Led Film Discussion: *Devil’s Miner*

*Film Response to Devil’s Miner Due*

Intro to The Wayuu People: Colonial History and Current Situation

Read: “The Status of Indigenous People in Venezuela” by Jamieson (D2L)

---

**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 Nov 5  Wayuu History, Economics, Social Organization

Read: Ch. 3 “Wayuu History & the Puberty Ritual …” by Jamieson (D2L)

---

**WEEK 12**

M Nov 10  Wayuu History, Economics, Social Org.

W Nov 12  Wayuu Puberty Ritual & Cultural Identity

*Film Short: Wayuu Life on the Guajira Peninsula*

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

---

**Guiding Questions**

"How did Wayuu react to the efforts of Spanish colonial forces to Christianize and subjugate them?"

"What are some of 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”?"
**WEEK 13**
M Nov 17  Finish Wayuu- Comparison of Wayuu and Mosuo

**Section III: Human Rights & Cultural Rights: The Global Female Circumcision Debate**

W Nov 19  Human Rights and the Global Debate over FGO
Read: UN Universal Declaration of Human Rights
   UN Declaration of Cultural Rights (D2L)

**WEEK 14**
M Nov 24-28th  ***Thanksgiving Break***

**WEEK 15**
M Dec 1  Intro to the Maasai & FGO
Read: “Should Female Genital Operations be an accepted Cultural Practice?” (Fuambai Ahmud and Creel et al.)
   *Film in class: The Right to Femininity (2005)
   *Film in class: Womanhood & Circumcision among the Maasai: Women Have Their Say

W Dec 3  Student Led discussion of 2 Female Circumcision Movies
   Roles for Mock Panel Assigned
Read: “Searching for “voices”: Feminism, Anthropology... & the Global Debate over FGO” by Walley (405-412)
Read: “The Hastings Report” - Know The Seven Things to Know about FGO in this report

**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 16**
M Dec 8  Mock Panel on FGO

W Dec 10  Mock Panel Reflections due and review for final

Final Exam is Thursday December 18th from 7:30-10:00pm 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 we 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 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, up-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 - Fall 2014

(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, {(insert your procedures here}) 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/policies/honor.html and at: http://www.colorado.edu/academics/honorcode/