

## **ANT 3803 Media, Power and Public Culture**

University of Texas at San Antonio

Tuesday 1:00-2:15

MH 2.01.06

**Professor:** Dr. Jamon Halvaksz, II

**phone:** 210-458-5872

**office:** MH 4.03.24

**email:** jamon.halvaksz@utsa.edu

**office hours:** Wednesday 10:00 - 12:00, 1:00-2:00

in person or by zoom (email to schedule zoom meeting during this time)

**Teaching Assistant:** Grace Bagley (grace.bagley@utsa.edu), office hours to be announced later

“Representation of indigenous peoples by indigenous peoples is about countering the dominant society’s image of indigenous peoples, their lifestyle and belief systems”

-- Linda Tuhiwai Smith, 1999

### **General Course Description from Catalog**

“Film and media images facilitate the production, consumption, and circulation of ideas and practices in the United States and cross-culturally. The course traces the history and meaning of various communication technologies and their impact on culture. It will examine print, film, television, new digital media and the Internet, asking how these are used to create and perpetuate dominant cultural forms as well as how these are appropriated and used by people on the margins as critique and resistance. In an increasingly media-dominated world—mass advertising, indigenous film as political resistance, politics as media campaigns, DVD productions by gangs and terrorist organizations—understanding the relationship between media and culture is a critical dimension of the professional knowledge of our future.”

In particular, this class will focus on shifting portrayals of indigenous communities as they have been subject to both an external gaze as well as their own.

**Learning outcomes:** Students will learn to critically evaluate various media, assessing the role of power and culture in their creation. This will include writing film reviews, explorations of indigenous media and other sites where the relationship between media and power are germane.

### **Creating a diverse and inclusive classroom**

We all share responsibility in creating and maintaining an inclusive classroom. Part of what makes humanity tick is our ability to use our diverse backgrounds to solve problems. This requires that we show both empathy and genuine curiosity about the ideas and thoughts of others, learning from each other as much as from course content. Hateful and derogatory language and content will not be tolerated.

**Required text:** Journal article, chapters and other readings made available on Blackboard.

**Grading policy:**

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	<60%

**Final grades** will be determined using a +/- scale.

**Completion of all assignments** is required for passing the course.

**Late work** will be accepted at the instructor’s discretion, but you should always discuss absences. Except in approved circumstances, any late work that is accepted will be reduced by at least 20%. Extremely late work will not be accepted.

**Grades will be posted** as soon as possible; neither the office staff nor I will report grades by telephone, fax, or email.

**Assignments**

Grades will be calculated based upon student performance on each of the following components. I do not anticipate curving anything at this time. No extra credit will be offered.

**Attendance:**

Attendance will be on scheduled class meetings throughout the semester. Students can earn 5 points per class up to 70 points total.

**Video Study Guides**

For each video, students will be provided with a video study guide online. Some will be doc files that you can complete while watching the film, others will be embedded questions within the film viewer (using playposit). These will be due before by Saturday of the week they are assigned (10 points each).

**Exams**

Each student will be required to complete a mid term and final exam on the scheduled date. While not cumulative, the final exam material will assume some mastery over the material covered on the midterm (50 points each). These will be timed, virtual exams taken by the student by Saturday of the week they are assigned

<b>Points</b>	
Video Study guides	130
Attendance	70
Exam 1	50
Exam 2	50
Final project	50
<b>Total Point</b>	<b>350</b>

**Writing**

The writing assignment below will be double spaced, standard 12 point font and 1 inch margins. Excessive spacing for titles, names, paragraphs, etc, will be counted against you. You will be graded on grammar, spelling, organization and style as well as content. You will be expected to comply with AAA style guide for bibliographic references. Basically, the Chicago Manual of Style with some modification. This can be found at <http://www.aaanet.org/publications/guidelines.cfm>

**Final project:** Focusing on a specific linguistic or ethnic group (or minimal broader cultural region), identify three distinct media sources to critically evaluate. This may include websites, films, magazine articles, tv shows, Your sources should have some thematic relationship. These

could be focused on a single practice or belief (i.e. spirit possession), directed by the same person (i.e. Timothy Asch), or examined with an eye toward specific traits (i.e. sexuality in the portrayal of Polynesians, the idea of being savage in Native North America, etc.). You must submit a project proposal (a few sentences describing your topic and list of three possible media sources).

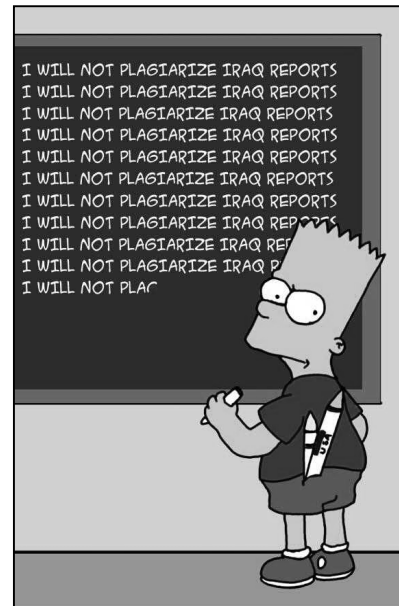
Further guidance will be provided in class. Meeting with the professor is strongly encouraged. Final projects will be 4-5 pages in length (50 points).

Proposal due (-5 points from project if not completed): October 12th

Final paper due November 23<sup>rd</sup> (submitted online)

**Cell Phones, Text Messaging, use of the Internet:** Please be sure to **turn off all cell phones and refrain from surfing the web, emailing, playing MMORPGs, etc.** during class. You and your fellow students are here to learn and such distractions are disrespectful. If your computer is turned on, I expect that you will only using it for class specific purposes. If students complain about your use, or if you are caught using one for these purposes during class you will be penalized 10 participation points each instance.

**Academic Policies, including Misconduct:** The University of Texas at San Antonio has clear policies concerning disruptive classroom behaviors, plagiarism, and other forms of misconduct (see [www.utsa.edu/infoguide/appendices/b.cfm](http://www.utsa.edu/infoguide/appendices/b.cfm)). Plagiarism can be as simple as collaborating with a classmate on an assignment that is intended to show individual effort. A common form in this class is failure to appropriately cite sources in the paper. More serious forms include cheating or copying another's work as your own. Cutting and pasting from internet sources is particularly problematic as the material on-line is not always accurate, and this is plagiarism. The college's policies regarding this and other misconduct are available in written form, and you are expected to know them and follow them. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action (<http://www.utsa.edu/OSJA/index.cfm>). There are clear procedures for instructors and students to follow in the event of misconduct, harassment, or other unwanted behaviors, along with appropriate consequences for infractions. Students who ignore these policies will minimally receive an F on the associated assignment, but could receive an F for the course at my discretion.



[www.thesimpsons.com](http://www.thesimpsons.com)

**Access/Accommodations:**

Reasonable accommodations will be provided for students with disabilities and learning needs. If you need accommodation in order to fully participate in the course, information about the Disability Services can be found at their web site ([www.utsa.edu/disability/](http://www.utsa.edu/disability/)), or call them at 458-4157. Please let me know if there is anything that I can do as well.

Additional information is provided in the last section of the syllabus

## Course Schedule

*This syllabus is subject to modification by the instructor. Videos are subject to change due to availability.*

Week 1      August 24

Topics:      Introduction, syllabus handed out

Read:        Theodor Adorno. 1963. 'Culture Industry Reconsidered.' Trans. A Rabinbach. New German Critique 6: 12-19

Marshall McLuhan. 1964. 'The Medium is the Message.' In *Understanding Media: The extension of man*. Cambridge: MIT press

Online discussion: Question posted to blackboard discussion board (graded as a video guide)

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Week 2      August 31

Topics:      Colonial representations in media and anthropology

Read:        Catherine Lutz and Jane Collins, "A World Brightly Different: Photographic Conventions 1950-1986" In *Reading National Geographic*. Chicago: University of Chicago Press.

Anderson, Benedict 1983. The Origins of National Consciousness. Chapter 3 in *Imagined Communities*. London, New York: Verso press, pgs 37-46

Video:        *Bird of Paradise* (dir. K. Vidor 1932) YouTube <https://youtu.be/aN5qrz28etw>

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Week 3      September 7

Topics:      Colonial Ethnographic Film

Read:        Kelly Askew. 2002. 'Introduction' in *The Anthropology of Media*. Askew and Wilk (eds.). Blackwell

Loizos, Peter. 1993. Selections from chapters 1 and 2. *Innovation in Ethnographic Film: From innocence to self-consciousness 1955-1985*. Chicago: The University of Chicago Press. Pp 5-22

Video:        *The Hunters* (1957) – Kanopy: <https://utsa.kanopy.com/video/hunters>

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Week 4            September 14

Topics:            Post-Colonial Hollywood (this week is subject to change)

Read:             Kohn, Nate. 2010. Hail the conquering hero! *Visual Anthropology* 9(1): 41-51

                      Tomaseli, Keyan. 2003. Shaka Zulu, Visual history and Television. *Southern African Humanities* 15-

Video:            *Zulu Dawn*  
[https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT\\_INST/ken821/alma9938368212104621](https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT_INST/ken821/alma9938368212104621)

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Week 5            September 21

Topics:            Post-Colonial ethnographic Film

Read:             Silverman, Eric. 2012. From *Cannibal Tours* to cargo cult: On the aftermath of tourism in the Sepik River, Papua New Guinea. *Tourist Studies* 12(1):109-130.

Video:            *Cannibal Tours* (dir. O'Rourke, 1988) Academic Video Online:  
[https://libweb.lib.utsa.edu/login?url=https://video.alexanderstreet.com/watch/cannibal-tours?account\\_id=7122&usage\\_group\\_id=114734](https://libweb.lib.utsa.edu/login?url=https://video.alexanderstreet.com/watch/cannibal-tours?account_id=7122&usage_group_id=114734)

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Week 6            September 28

Topics:            Towards representation in Hollywood, or not...

Read:             Prins, Harold. 2002. Visual Media and the Primitive Perplex: Colonial fantasies, indigenous imaginations, and advocacy in North America. pp 58-74 in *Media Worlds* Ginsburg, Abu-Lughod and Larkin (eds.).

                      Rony, Fatimah Tobing. 1994, Victor Masayesva, Jr. and the Politics of *Imagining Indians* *Film Quarterly*, 48(2): 20-33

Video:            *Imagining Indians* (dir. Masayesva Jr) Kanopy: <https://utsa.kanopy.com/video/imagining-indians-1992>

                      Indigenous people react: <https://youtu.be/7ZkyL5pn74E>

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Week 7            October 5  
Topics:            Midterm  
Topic             Discussion of Week 6 videos and in class review on Tuesday  
Exam              Online Due by Saturday October 9<sup>th</sup>, 5pm

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Week 8            October 12                      Paper Proposal due by class time.  
Topic             Ethnographic Film reflexivity  
Read:             Connor, J. 1996. *Jero Tapakan: Balinese Healer* selections, pp 47-69, pp 125-129  
Video             *A Balinese Trance Séance and Jero on Jero* (Dir. Asch and Asch). Kanopy:  
<https://utsa.kanopy.com/video/balinese-trance-seance>

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Week 9            October 19  
Topic             Ethnographic Film reflexivity  
Read:             Paul Wolfram "He's Not a White Man, He's a Small Bird like You and Me": Learning to Dance and Becoming Human in Southern New Ireland. *Yearbook for traditional Music*  
Video             *Stori Tambuna* (dir. Wolfram 2011) – Kanopy: <https://utsa.kanopy.com/video/stori-tumbuna-ancestors-tales>

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Week 10           October 26  
Topic:             Indigenous media.  
Read:             Stewart, M, and P. Wilson. 2008. Introduction: Indigeneity and indigenous media on the global stage. in *Global Indigenous Media (GIM)*. Duke University Press  
  
Ginsburg, Faye. 2016. *Indigenous Media From U-Matic to YouTube: Media Sovereignty in the Digital Age*  
Video             *Satellite Dreaming* (dir. Burum 1991) Kanopy:  
<https://utsa.kanopy.com/video/satellite-dreaming-caama-collection>

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Week 11            November 2

Topic:            Indigenous filmmaking

Read:            Patricia Aufderheide. 1995. The Video in the Villages Project: Videomaking with and by Brazilian Indians. *Visual Anthropology* 11(2): 83-93

                     Stupples, P., K. Teaiwa, C. De Beukelaer and T. Puka. 2021. Emergent Film Production in the Pacific: Oceanic strategies of connection and exchange. *International Journal of Cultural Policy*.

Video:            *Video in the Villages Project* Kanopy: <https://utsa.kanopy.com/video/video-villages>

*Crocodile Dreaming* (dir. Johnson 2007) Kanopy: <https://utsa.kanopy.com/video/crocodile-dreaming>

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Week 12            November 9

Topic:            Indigenous Media and activism

Read:            *Moana*, review collection by Tamaira, Hereniko, Qolouvaki, Hopkins and Steiner *The Contemporary Pacific* 30(1): 216-234

                     Tamaira, A Marata Ketekiri, and Dionne Fonoti. 2018. Beyond Paradise? Retelling Pacific Stories in Disney's *Moana*. *The Contemporary Pacific* 30(2): 297-327

Video:            *Moana Rua*  
[https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT\\_INST/1du13se/cdi\\_alexanderstreet\\_marxml\\_AcademicVideoOnlinePremiumUnitedStatesASP3424051\\_marc](https://utsa.primo.exlibrisgroup.com/permalink/01UTXSANT_INST/1du13se/cdi_alexanderstreet_marxml_AcademicVideoOnlinePremiumUnitedStatesASP3424051_marc)

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Week 13            November 16

Topic:            Indigenous social Media; Tiktok, Youtube, etc.

Read:            Hahn, Allison. 2016. Live from the pastures: Maasai YouTube protest videos. *Media, Culture & Society* 38(8): 1236-1246

                     Morford, Ashley Caranto and Jeffrey Ansloos. 2021. Indigenous Sovereignty in digital territory: A qualitative study on land based relations with #NativeTwitter. *AlterNative* 17(2): 293-305

Video            <https://youtu.be/u4wPDwHNpdA>

[https://youtu.be/sBu4CH38i\\_w](https://youtu.be/sBu4CH38i_w)

                     Spotted Fawn: <http://www.amandastrong.com> (especially the Film How to Steal a Canoe: <https://vimeo.com/188380371>)

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Week 14      November 23                      Final Paper Due by class time

Topic:            Indigenous filmmaking: Cartoons and comedy in New Zealand

Read:            Hearne. J. 2008. Indigenous animation: educational programming, narrative interventions, and children's cultures

                      Lustyik, K. and P. Smith. 2009. From The Simpsons to “The Simpsons of the South Pacific”: New Zealand’s First Primetime Animation, bro’Town

Video:           Bro’town (episodes) – some shown in class, available on youtube:

                      The Weakest Link [https://youtu.be/TDIHf\\_3AZ50](https://youtu.be/TDIHf_3AZ50)

                      I still call Australia Home [https://youtu.be/\\_nN1YzBFdfA](https://youtu.be/_nN1YzBFdfA)

                      Upstairs Brownstairs <https://youtu.be/5svZq11Kbzs>

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Week 15      November 30

Topic:            Indigenous filmmaking: Cartoons and comedy in New Zealand

                      Final review and discussion

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Final    Online Due by Saturday December 4<sup>th</sup> by 5pm



## Policies and Student Support

**Counseling Services:** Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

**Student Code of Conduct and Scholastic Dishonesty:** The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203

<http://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>

**Students with Disabilities:** The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students who have officially registered with Student Disability Services and requested accommodations for this course will be eligible for disability accommodations. Instructors at UTSA must be provided an official notification of accommodation through Student Disability Services. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.utsa.edu/disability](http://www.utsa.edu/disability) or by calling Student Disability Services at (210) 458-4157. Accommodations are not retroactive.

**Transitory/Minor Medical Issues:** In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

**Supplemental Instruction:** Supplemental Instruction offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the [TRC website](#). You can call the SI office if you have questions or for more information at (210) 458-7251.

**Tutoring Services:** Tomás Rivera Center (TRC) may assist in building study skills and tutoring in course content. The TRC has several locations at the Main Campus and is also located at the Downtown Campus. For more information, visit the [Tutoring Services web page](#) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

**Academic Success Coaching:** The Tomás Rivera Center (TRC) Academic Success Coaching Program offers one-on-one study skills assistance through Academic Coaching. Students meet by appointment with a professional to develop more effective study strategies and techniques that can be used across courses. Group workshops are also offered each semester to help students defeat common academic challenges. Find out more information on the TRC Academic Success Coaching [website](#) or call (210) 458-4694.

**Sexual Harassment and Sexual Misconduct:** UTSA is committed to providing an environment free from all forms of discrimination and sexual harassment, including sexual misconduct, sexual assault, domestic violence, dating violence, and stalking. If a student has experienced or experiences any of these incidents, know that UTSA has resources to help.

UTSA faculty have the responsibility to create a learning environment that is safe and free from hostility. State and federal law as well as UTSA's Handbook of Operating Procedures (**HOP 9.24**) require that instructors must report incidents of sexual harassment and sexual misconduct they learn about to the Title IX Coordinator or a Deputy Title IX Coordinator. This means that if a student tells their instructor about a situation (including classroom discussions, written work and/or one-on-one meetings) involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must report it to the EOS/Title IX Office. Although the faculty member must report the situation, the student will still have options about how their case will be handled, including whether or not they wish to pursue a formal complaint. The university's goal is to make sure students are aware of the range of options available to them and have access to the resources they need.

If a student wishes to speak to someone confidentially, they can contact any of the following on-campus resources, who are not required to report the incident to the EOS/Title IX Office: (1) Counseling Services at 210-458-4140; (2) Student Health Services at 210-458-4142; or (3) PEACE Center at 210-458-4077.

**Campus Safety & Emergency Preparedness:** UTSA is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- Alerts: Ensure you are signed up for UTSA Alerts through your ASAP.utsa.edu account.
- Emergency Procedures: Read through the emergency response guide on the UTSA Alerts website ([www.alerts.utsa.edu](http://www.alerts.utsa.edu))
- Safety App: Download the LiveSafe App on your phone through the Apple store or Google Play; visit the UTSA Alerts website for details.
- Important Numbers: UTSA Police - Emergency: (210) 458-4911; Non-Emergency: (210) 458-4242

Each one of us play a critical role in making sure ALL ROADRUNNERS are safe, know what to do, and how to stay informed during a campus crisis. Don't be scared, be prepared! #UTSAprepared

### **Inclusivity Statement**

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to ending generations of discrimination and inequity. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice. Learn more at <https://www.utsa.edu/inclusiveexcellence>.

## The Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

*Guided by these principles now and forever, I am a Roadrunner!*

