

**“Visual Anthropology”
MW 2:20pm to 3:45pm**

**Professor: Dr. Sarah Taylor
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Course Description:

Anthropology has always been a discipline that was based on images and perspective. The process of writing detailed ethnographic narratives based on in-depth field work is, in its raw form, a way of verbalizing what the ethnographer saw in order to communicate this to other people. Culture is communicated in through images as much as through words, so we too must use both words and visual documentation to study culture. Well before the recent rise of visual anthropology, ethnographers like Margaret Mead and Gregory Bateson were incorporating film and still photography into their research. Even earlier, Franz Boas documented much of his research in the Pacific Northwest with still photos. This course presents the history of the incorporation of visual documentation in ethnographic research. Through readings and films, students will learn about the ways that visual media has been both produced and consumed by anthropologists. Through the creation of their own visual ethnography, students will come to understand the many factors that are at play in visual documentation, including the ethics of representation.

At the end of the course, students will have answers to the following questions:

1. What makes a film or photograph ethnographic?
2. What are the ethics of representation that arise in the context of visual documentation?
3. How can the use of film enhance ethnographic research?
4. How have images been used and viewed in anthropological research?
5. What differences are found in the images produced by an ethnographer and those produced by a participant in the field?

Required Text:

Hockings, Paul, ed. (2003) *Principles of Visual Ethnography*, 3rd Edition. Berlin: Walter de Gruyter, GmbH & Co. ISBN 3-11-017930 X

Lutz, Catherine A. and Jane L. Collins (1993) *Reading National Geographic*. Chicago: University of Chicago Press. ISBN 978-0-26-649724-2

Pink, Sarah (2007) *Doing Visual Ethnography*, 2nd ed. Los Angeles: Sage Publications. ISBN: 978-1-4129-2348-4

Along with the text, additional readings, films, and other online materials will be available on D2L.

Office Hours:

Monday and Wednesday, 11:00am to 1:00pm, Tuesday and Thursday 10:00am to 12:00pm, and by appointment.

Grading:

Reading Teams	100 points
Content Analysis	100 points
<u>Visual Ethnography</u>	<u>300 points</u>
Total	500 points

Team Readings and Reflection (100 points):

On the first day of class, reading teams will be formed. Each team is assigned a particular chapter for our discussions, and is expected to organize a handout and a plan for the discussion among the group. Remember, this is not a presentation, per se, and you are not expected to prepare a lecture. Instead, this is a way to present talking points and raise questions in order to engage your fellow students in a lively and productive discussion. It is up to each group to decide how to divide the work. This assignment consists of four (4) distinct tasks, each of which is worth 25 points.

1. Discussion Handout (25 points): Each team is responsible for creating a 1-2 page handout that outlines their reading for the week. Handouts are due by 11:59pm on Tuesday (the day before our discussion).
2. Visual aids (25 points): Each team will submit 2-3 PowerPoint slides with images that help support their presentation of the reading during our discussion. Slides are due by 11:59pm on Tuesday.
3. Evaluation (25 points): Each student will submit a 2 page reflection paper on the last day of class that discusses how visual anthropology may (or may not) be useful to you in the future, and what you enjoyed (or did not) about working through the readings with your team mates. You will be asked to evaluate your own participation in the reading team, and this will be taken into consideration when assigning your participation grade.
4. Participation (25 points): This portion of the grade is earned through active participation in the reading team and in the class discussion.

Content Analysis (100 points)

A content analysis of a collection of photographs (100 points). You will build this assignment throughout the first half of the course by submitting brief discussions of a collection each week. These are due each Monday during the first half of the class. Your final analysis is due on March 8th. Please see handout for additional instructions.

Visual Ethnography (300 points)

The final project for the course is a visual ethnography. This project is divided into four parts:

1. Treatment (75 points): The treatment is a proposal for your project. This 4-5 page paper, due March 25th.
2. Workshop (25 points): Each student will have a chance to present their project and receive feedback from their reading team. While students will not be familiar with each of the specific topics presented during workshops, we will all be familiar with the methodologies and broad concepts discussed. Students will take notes while workshop presenters are discussing their projects, and will submit evaluations of each project so that the presenters have the feedback for use later. Evaluation forms will be provided. It is expected that your project is at an advanced stage at the time of your workshop. This will allow you to make use of the suggestions offered and complete your final project. Each student will prepare handouts for the class outlining the major points of your project.
3. Presentation (50 points): You will present your project as a poster, slideshow, or website.
4. Final paper (150 points): Your final paper will be due during our final. Handouts with additional details will be distributed later in the semester. The final paper will be 10-15 pages.

Getting Started on D2L:

All supplemental readings and materials for this course are on-line through the MTSU D2L website. To reach the class page you may begin on the **MTSU homepage**. At the top of the page you will see a tab for **PIPELINEMT**. Click on this tab and you will be taken to the **Login** page. Once you have entered your **username** and **password** (for new users there is a link that will help you set up a new account) you will be at the PIPELINEMT Gateway page. You should see a link for D2L at the top right of the page. Click on this link. A new window should open, in which you will see your classes listed by semester. Find the correct link for this class (**Cultural Anthropology - ANTH-3640-001**) and click on it. You are now at the **home page** for our class. I suggest you take some time to look around at the various resources as they are set up through D2L. You will see, for example, at the top of the page tabs for **content and discussion**. These links will lead you to most everything you will need for this class. This should be enough to get you started.

Class policies and etiquette:

- This class will emphasize discussion, participation, and sharing of different perspectives. While dissent from the prevailing notions presented in the readings and class discussions is accepted (and even encouraged!), it must be expressed in a manner respectful to the authors we are reading and to other members of the class.
- No electronic devices are necessary for successful participation in class discussion. Please do not text, type, talk, etc...during the class unless it pertains to the week's topic and is something you would like to discuss with the class as a whole.
- This class runs from 2:20pm to 3:45pm. This means that I am entitled to use the entire class time to present information; **it is therefore unacceptable for students to interrupt the lecture and discussion by shuffling papers, packing book bags, and other similarly disruptive activities associated with the end of class.**
- Lastly, your success in this class is my main objective for the semester. Should you experience unexpected academic, personal, or work related issues that affect your participation in the class please contact me right away. I will not always be able to accommodate you; however the earlier you discuss the situation with me the more likely it is that I will be able to assist.

Course Schedule:

Week 1: January 17-18

Our class does not meet

Week 2: January 21-25

M Martin Luther King Jr. Day (no class!)

W Introduction to Visual Anthropology ~ Lutz & Collins: Chapter 1

Week 3: January 28-February 1

M Lutz & Collins: Chapter 2 ~ Sample content collection

W Discussion: Visualizing Anthropology ~ Mead, "Visual Anthropology in a Discipline of Words" (in Hockings)

Week 4: February 4-8

M Lutz & Collins: Chapter 3 ~ Content collection #1

W Discussion: Ethnographic Film and the Cinema (Hockings)

Team	Author, Title	Location
1	Brigard, "The History of Ethnographic Film"	Hockings
2	Weakland, "Feature Films as Cultural Documents"	Hockings
3	McCarty, "McCarty's Law and How to Break It"	Hockings
4	Rouch, "The Camera and Man"	Hockings
5	MacDougall, "Beyond Observational Cinema"	Hockings
6	Sorenson & Jablonko, "Research Filming of Naturally Occurring Phenomena"	Hockings

Week 5: February 11-15

M Lutz & Collins: Chapter 4 ~ Content collection #2

W Discussion: Visual Anthropology and the Past

Team	Author, Title	Location
2	Lajoux, "Ethnographic Film and History"	Hockings
3	Balikci, "Reconstructing Cultures on Film"	Hockings
4	Struever, "The Role of Film in Archaeology"	Hockings
5	Scherer, "Ethnographic Photography in Anthropological Research"	Hockings
6	Rouch, "Our Totemic Ancestors and Crazy Masters"	Hockings
1	TBA	

Week 6: February 18-22

M Lutz & Collins: Chapter 5 ~ Content collection #3

W Discussion: Specialized Uses of Film and Videotape (Hockings)

Team	Author, Title	Location
3	Collier, "Photography and Visual Anthropology"	Hockings
4	Schaffer, "Videotape: New Techniques???"	Hockings
5	Prost, "Filming Body Behavior"	Hockings
6	Lomax, "Audiovisual Tools for the Analysis of Culture Style"	Hockings
1	Asch and Asch, Film in Ethnographic Research	Hockings
2	TBA	

Week 7: February 25-March 1

M Lutz & Collins: Chapter 6 ~ Content collection #4

W Discussion: The Presentation of Anthropological Information (Hockings)

Team	Author, Title	Location
4	Ginsburg, "Ethnographies on the Airwaves"	Hockings
5	Omori, "The First Videotheque"	Hockings
6	Jell-Bahlsen, "Funding Ethnographic Film Productions"	Hockings
1	Ichioka, "Ethnographic Filmmaking for Japanese Television"	Hockings
2	Sandall, "Matters of Fact"	Hockings
3	TBA	

Week 8: March 4-8

M Lutz & Collins: Chapter 7 ~ Content collection #5

W Discussion: The Future of Visual Anthropology ~ Content analysis write-up DUE by Friday

Team	Author, Title	Location
5	Carpenter, "The Tribal Terror of Self-Awareness"	Hockings
6	Sorenson, "Visual Records, Human Knowledge, and the Future"	Hockings
1	Hockings "Conclusion: Ethnographic Filming and Anthropological Theory"	Hockings
2	TBA	
3	TBA	
4	TBA	

Week 9: March 11-15

SPRING BREAK

Week 10: March 18-22 Virtual Week

M Independent Film Critiques

W Independent Film Critiques

Week 11: March 25-29

M Final Project Organization

W Film ~ Project Proposal DUE

Week 12: April 1-5

M PDF: Turner, Terence (1992) Defiant Images: The Kayapo Appropriation of Video. *Anthropology Today*. Vol. 8, No. 6 (Dec., 1992), pp. 5-16. ~ Faris, James C. (1993) A Response to Terence Turner, *Anthropology Today*, Vol. 9, No.1. (Feb., 1993), pp. 12-13. ~ Film

W Pink: Thinking about Visual Research

Week 13: April 8-12

M PDF: Bourgoise *Righteous Dopefiend* (2009) excerpt of photo ethnography ~ Film

W Pink: Producing Knowledge

Week 14: April 15-19

M PDF: Carlson, Engebretson, Chamberlain: Photovoice as a social process of critical consciousness ~ Film

W Pink: Visual Images and Technologies

Week 15: April 22-26

M Workshop

W Workshop

Week 16: April 29-May 3

M Presentations

W Presentations

Week 17: May 6-10

Final paper DUE

Accommodations for Students with Disabilities

Reasonable Accommodations for Students with Disabilities: If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Student Services (898-2783) with any questions about such services.

Tennessee Education Lottery Scholarship

To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility; if you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a maximum of five years from the date of initial enrollment, or until a bachelor degree is earned; students who first received the lottery scholarship in Fall 2009 or later will additionally be limited to 120 TELS attempted hours. For

additional Lottery rules, please refer to your Lottery Statement of Understanding form, review lottery requirements on the web at <http://scholarships.web.mtsu.edu/telsconteligibility.htm> or contact the Financial Aid Office at 898-2830.

True Blue Pledge

MTSU is committed to developing and nurturing a community devoted to learning, growth and service. Each person who joins or affiliates with the community does so freely and accepts and practices the following core values and expectations:

- **Honesty and Integrity**
- **Respect for Diversity**
- **Engagement in the Community**
- **Commitment to Nonviolence**