SEMESTER AT SEA COURSE SYLLABUS

Fall 2012     CLASS A     TIME: 1305-1420     ROOM: 4

Discipline: Anthropology
ANTH 3590-101: Topics in Cultural and Social Anthropology: Reading Images Culturally
Division: Upper
Faculty Name: Leo R. Chavez

Pre-requisites: None

COURSE DESCRIPTION

We are all bombarded by millions of images on television, in movies, magazines, newspapers, advertisements, computers, tourist postcards, that is, in virtually every part of our lives. And yet, we rarely stop and analyze these images for the messages they contain. This class will provide students with an understanding of anthropological and interdisciplinary frameworks for analyzing and reading visual images. Of central concern are representations of race, identity, gender, and the "Other." Images, as cultural productions, are steeped in the values, ideologies, and taken-for-granted beliefs of the culture which produced them and which consumes them. They are also produced within a political economy that is class and gender inflected, and where issues of power and social order are important. Readings and examples will focus on the countries on the Semester At Sea itinerary as much as possible. Topics include how to read advertisements, the power relations inherent in the “tourist gaze,” representations of race and gender in Latin America, images of Latin American immigration, and indigenous media as alternative media. Students will gather examples of visual images in various countries we will be visiting in Latin America and use these images to develop a paper comparing visual representations on a specific topic, such as gender and advertisements; race and national identities, or many others.

COURSE OBJECTIVES

Students will gain a measure of visual literacy and a critical framework for understanding how visual images are embedded in social and cultural systems. Students will apply concepts in a comparative manner to take advantage of the many different national contexts experienced as part of the Semester At Sea voyage. Students will gain an appreciation for how local histories and global influences may alter meanings associated with visual images, symbols, and icons.

REQUIRED TEXTBOOKS

AUTHOR: Marita Sturken and Lisa Cartwright
TITLE: Practices of Looking: An Introduction to Visual Culture
PUBLISHER: Oxford University Press
DATE/EDITION: 2009
COST: $59.46 paperback (amazon.com)
TOPICAL OUTLINE OF COURSE

CLASS A1:  Introduction to Course  Ways of Seeing

Topics: Introduction to class topics; goals; syllabus

CLASS A2:  A Framework for Reading Visual Representations


Topic: Linguistic construction of meaning through contrasts
   Symbols, Codes,
   Icons
   Meanings
   Denotation and Connotation
   Ideology and meaning

Topic: Markets around the World: Constructing a visual discourse on a theme

CLASS A3:  Global Flow of Visual Culture


Topics: The global subject and the global gaze
   Cultural imperialism and beyond
   Concepts of globalization

Preparation for Ireland, and Field Assignment possibilities

CLASS A4:  Meaning and the circulation of images; Ireland; England

Topics: Mediascapes

CLASS A5:  Myths, Nation, “nationness”

Read: Rios: The Fiestas de Tosantos in the Markets of Cadiz

Topics: Images and narratives of national ideologies, gender
Roland Barthes and myths

CLASS A6: Reading Images

Topics: Reception and Audience
  Appropriation and cultural production
  Re-appropriation and counter-bricolage

CLASS A7: Photography and Digital Reproduction


  Topics: Photography and Objectivity
  Stereotypes
  Immigrants
  Criminals

CLASS A8: National Geographic’s View of the World


Read: Images of Africa, December 23, 2002

Topics: Discuss theoretical principles of reading images in relation to specific material gathered in field sites.

CLASS A9: Ghana


CLASS 10 MIDTERM

CLASS A11 Advertisements as Cultural Reflections

Read: Chapter 7, Advertising, Consumer Cultures and Desire. In, Sturken, Marita and

**CLASS A12**: Modernity


Topics: Foucault, Discourse, the author and subject

**CLASS A13**: Discourse and Narratives


Topics: Continues Class 5 discussion  
Gender, Race, and Nationalism as discourses  
Visual representations of discourses  
Discussion of field assignments

**CLASS A14**: Constructing equivalent images and social types

Topics: Images as evidence: Cataloguing the body  
Race and social types, criminal types

**CLASS A15**: Images Indigeneity and National Identity, Argentina


**CLASS A16**: The Gaze and Power

Topics: The Tourist Gaze  
Being a Tourist;  
Social Evolution and its legacy

**CLASS A17**: Race, Europe, Africa and Latin America

CLASS A18: Discussion

Topics: Re-enforcing principles of reading images
Discussion of Field assignment

CLASS A19  Indigenous Media

Read: Terence Turner, Defiant Images: The Kayapo Appropriation of Video. Anthropology Today, Vol. 8, No. 6 (Dec., 1992), pp. 5-16

CLASS A20: Viewing Science Viewing the Human Body

Topics: Science and Images
Cataloguing the body
Imaging the body’s interior
Imaging genetics

CLASS A21  Discussion of Field assignments
Field Assignment paper due

CLASS A22: Follow up on unfinished material

CLASS 23: REVIEW
A FINAL MONDAY DEC. 3
FIELD ASSIGNMENTS:

Field assignments make up 30% of your course grade. Do either three Field Assignments (I) or a combination of field assignments and Independent Study (II). Details of these assignments, advice about procedures, and how grades are awarded will be given in class before we reach Ireland.

Because this is a course about visual images, you will need to collect images, probably through photography or collecting examples of magazines, pamphlets, etc. These latter images can be scanned or copied. Pick a topic from the many we discuss in class and analyze a selection of your images you collect in 3 separate countries. Please bring examples to class for class discussion.

For example, topics discussed in class are many, including gender, race, tourism, national identity, and immigration. Sites of images include: advertisements, tourist postcards, newspapers, magazines, movies, music CD covers, photographs, calendars, holiday cards, travel brochures, medical information brochures and anywhere else visual images appear.

Students should feel free to also ask tour guides, local folks, even other students about the images and the topic selected. This often provides additional insights.

To complete the assignment, students should go through the following steps. First, make a carefully composed, thoughtful entry soon after each of your country visits, including when and where you went, images gathered, relevance to the images to the course, your observations and reflections. Second, after the three visits are completed, you should evaluate and compare how the images from the 3 sites in relation to the topic and class ideas. You should think carefully, muster the reasons for your opinions, and organize and write about them well. Then turn these in as electronic files, with images attached.

Field Lab: Mandatory

The Habous District Port: Casablanca, Morocco Day 1

Food markets are an essential part of life in every country we visit. The class will visit the public market – souk – in Casablanca, an excellent example of Moorish architecture and design, as well as local culture. Students will participate in the overview provided by the guide, during which students will have the opportunity to discuss with the guide specific aspects of Moroccan life reflected in the market places displays of food products. Students will then have up to two hours to explore independently a setting, individual or group of people to unobtrusively observe the market. Students will be able to take photographs that capture the market for comparison with other markets in Europe, Africa, and Latin America. A particular comparison will be with Spanish food markets, where students should look for Moorish influences. Students should also bring items from the classroom into the field. For example, how is the “tourist gaze” reflected in your interactions with the souk and your photographs? How do the images you see and capture re-create an Orientalist discourse that reinforces East-West constructions? How is the other represented? What is particularly Moroccan and/or Islamic in the market? Students will also find many items for sale for tourists. What messages do those tourist cards, items, etc. represent,
and how do they compare with such items in markets in other countries? Of particular interest will be any images or representations of race or gender that can be drawn from the market experience.

Class instructions will be provided to students prior to this Field Lab. We will all reunite at noon at a designated restaurant in the souk area to share a Moroccan meal together and debrief our observation experiences.

Please note: Please dress appropriately for hot weather and bring plenty of water.

METHODS OF EVALUATION:

Grades will be based on class participation, exams, and field assignments.

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<tr>
<th>Component</th>
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<tr>
<td>Field Assignment</td>
<td>30%</td>
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<td>Midterm</td>
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<td>Final</td>
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RESERVE LIBRARY LIST

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TITLE: *Practices of Looking: An Introduction to Visual Culture*
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COST: $59.46 paperback (amazon.com)

ELECTRONIC COURSE MATERIALS

[NOTE: I WILL BRING ALL ADDITIONAL COURSE MATERIALS IN PDF FORMAT ON A MEMORY STICK AND ON MY COMPUTER]

AUTHOR: Hampton Stevens,
ARTICLE/CHAPTER TITLE: For St. Patrick’s Day, a Gastronomic Tour of Dublin and the City of Cork.
JOURNAL/BOOK TITLE: The Atlantic
VOLUME: 
DATE: March 16, 2012
PAGES: PDF

AUTHOR: Robin E. Sheriff
ARTICLE/CHAPTER TITLE: The Theft of Carnaval: National Spectacle and Racial Politics in Rio de Janeiro.
AUTHOR: Terence Turner
ARTICLE/CHAPTER TITLE: Defiant Images: The Kayapo Appropriation of Video
JOURNAL/BOOK TITLE: Anthropology Today
VOLUME: 8 (6)
DATE: 1992
PAGES: 5-16

AUTHOR: Arnd Schneider
BOOK TITLE: Appropriation as Practice: Art and Identity in Argentina
VOLUME: 
DATE: 2006
PAGES: 91-110

AUTHOR: Alicia Rios
CHAPTER TITLE: The Fiestas de Tosantos in the Markets of Cadiz

JOURNAL/BOOK TITLE: Gastronomica: The Journal of Food and Culture,
VOLUME: Vol. 11, No. 4 (Winter)
DATE: 2011
PAGES: 30-33

AUTHOR: Lutz, Catherine A. and Jane L. Collins
BOOK TITLE: Reading National Geographic
VOLUME: 
DATE: 1993, University of Chicago Press
PAGES: 87-117

AUTHOR: Christine Haughney
CHAPTER TITLE: An African Chief in Cabby’s Clothing. The NY Times, 8/14/2011
JOURNAL/BOOK TITLE: The New York Times
VOLUME: 
DATE: August 14, 2011
PAGES: 20