

ANTH444: *International Indigenism*

Fall Semester 2016/2017

Dr. Mark Watson

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Location: MB2.255

Class Schedule: Wednesday 10:15-13:00

Overview

This course will take, as its point of departure, the history, politics and relational dynamics of the international movement of Indigenous peoples, to review, examine and assess with a critical eye the formation and articulation of Indigenous identities and communities in the contemporary world. For several decades now, Indigenous peoples the world over have been mounting local, regional and global campaigns for social justice in reference to international discourse on law and human rights in a bid to redefine their relations with – and, therefore, their position within – nation-states. The ambitions of such campaigns have varied, ranging from securing land rights to ascertaining cultural freedoms, human rights to self-governance, sustainable development to intellectual property rights. The source of Indigenous protest is generally understood to derive from the shared historical experience of colonial oppression, exploitation and assimilation at the hands of majority society. It is this ‘experience’ which today commonly underwrites and legitimates the idea of Indigenous societies.

As we will discover in this course, however, the term ‘Indigenous’ (and its derivatives – Indigenousness, Indigeneity etc.) is a political construction and the product of a particular history of an emergent international social movement that since the 1980s has been increasingly defined by transnational, inter-ethnic and supra-group networks. The movement’s generation of political capital leading to Indigenous representation and participation at some of the highest levels of the world’s governing organizations (including the United Nations, International Labour Organization and World Bank), has provided Indigenous leaders the world over with pragmatic leverage in their on-going domestic situations. Gains made by the movement at the United Nations, especially with regard to the establishment of a permanent forum on Indigenous issues and the ‘UN Declaration on the Rights of Indigenous Peoples’ (UNDRIP 2007), have brought into the public domain debate about the historical marginalization of Indigenous peoples and its symbiotic relationship to the unequal distribution of power within nation-states; a matter which has broached broader dialogue on topics including Indigenous citizenship, development, self-determination and so on.

This course will survey a wide range of issues related to Indigenous peoples and the international movement. We will discuss and interrogate: the politics of Indigenous identities, questions and assertions of Indigenous rights, globalization and formal critiques of Indigenous political mobilization, the role of Indigenous (trans)national organizations in the international arena, examine a case study from Japan, assess the Indigenous movement from the perspective of Indigenous people living and working in cities as well as look at the commoditization and appropriation of Indigenous culture by ‘new agers’ and its effect on the movement. We will also address increasing claims of autochthony and Indigeneity by “settler” peoples to give a full overview of ‘Indigenism’ as it is being talked about, discussed and experienced worldwide today. At the end of this course, the student will have a firm knowledge of the fundamental issues that inform and shape the international Indigenous peoples’ movement, have gained an understanding of the legal, social and political situations of a number of Indigenous peoples around the world and be able to confidently extrapolate on related theoretical matters.

Course Assessment

REVIEW PAPER Date – Oct 20th	15%	5 page paper (DOUBLE spaced). Discuss ‘the Politics of Indigenism’ (further explanation in class)
REVIEW PAPER Date – Nov 10th	15%	5 page paper (DOUBLE spaced). Write on the title: <i>What do emergent claims to representational sovereignty mean within the context of ‘Indigenism’?</i>
PRESENTATION Date – On-going	20%	This is a participation grade based on group work and contribution to classroom discussion. Individually you will also be asked to present the arguments, context and opinion of one article in a particular week and lead the group in discussing it.
FINAL ESSAY Date – TBA	50%	Submission of a 15 page paper based on a question taken from a list that I will make available to the class.

Grading: A+ 90-100; A 85-89; A- 80-84 // B+ 77-79; B 73-76; B- 70-72 // C+ 67-69; C 63-66; C- 60-62 // D+ 57-59; D 53-56; D- 50-52 // F or FNS 40 (30-49) // R 20 (0-29)
NR - The student is unknown to the instructor

Section 16 (Academic Information: Definitions and Regulations) of the Undergraduate Calendar will be strictly administered – particularly on deadlines, Failing Grades, Administrative Notations, Late Completions = (Grade/INC), ‘Failed No Supplementals’ (FNS), ‘Did Not Writes’ (Grade/DNW). ***N.B. Supplemental Exams will not be given in the case of a failing grade.**

*N.B.: In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation schemes in this course is subject to change

Course Reading

There is a coursepack available from the bookstore.

Course Reading**Sept 7 - WK1: Introduction: A Brief Overview of Indigenism**

NO READINGS

Sept 14 - WK2: The International Indigenous Peoples’ Movement

Niezen, Ronald (2009) *The Rediscovered Self: Indigenous Identity and Cultural Justice*. pp. 17-43 (Chapter 2 – Transnational Indigenism)

Garcia-Alix, Lola and Robert K. Hitchcock (2009) A Report from the Field: The Declaration on the Rights of Indigenous Peoples – Implementation and Implications. *Genocide Studies and Prevention* 4(1):99-109.

Sept 21 - WK3: The Politics of Genomic Indigenism

Tallbear, Kim (2013) Genomic articulations of Indigeneity, *Social Studies of Science* 43(4):509-533

Radin, Joanna and Kowal, Emma (2015) Indigenous blood and ethical regimes in the United States and Australia since the 1960s, *American Ethnologist* 42(4):749-765

Sept 28 - WK4: Situating Indigeneity or Negotiating the Essentialist Politics of Belonging

Ives, Sarah (2014) Farming the South African “Bush”: Ecologies of belonging and exclusion in rooibos tea, *American Ethnologist* 41(4):698-713

Murray-Li, Tania (2000) Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot, *Comparative Studies in Society and History* 29(3):149-179

Oct 5 - WK5: Neoliberalism, Multiculturalism and Indigenous Rights

Muehlmann, Shaylih (2009) How do real Indians fish? Neoliberal multiculturalism and contested Indigeneities in the Colorado Delta, *American Anthropologist* 111(4):468-479

Bessire, Lucas (2014) The rise of Indigenous Hypermarginality: Native culture as a neoliberal politics of life, *Current Anthropology* 55(3):276-295

Oct 12 – WK6: NO CLASS

Oct 19 - WK7: Indigenous Radio

Buddle, Kathleen (2005) Aboriginal cultural capital creation and radio production in urban Ontario, *Canadian Journal of Communication* 30(1):7-39

Stephen, Lynn (2012) Community and Indigenous Radio in Oaxaca: Testimony and Participatory Democracy in Bessire, L, Fisher, D, and Ginsburg, F. (eds) *Radio Fields: Anthropology and Wireless Sound in the 21st century*. New York: NYU Press. pp. 124-141

Oct 26 - WK8: Media Engagements

Aporta, Claudio and Higgs, Eric (2005) Satellite Culture: Global positioning systems, Inuit wayfinding, and the need for a new account of technology, *Current Anthropology* 46(5):729-753

Graham, Laura (2016) Toward representational sovereignty: Rewards and challenges of Indigenous media in the A’uwe-Xavante Communities of Etenhiritipa-Pimentel Barbosa, *Media and Communication* 4(2):13-32

Nov 2 - WK9: Memory, Mobility and Urban Futures

Watson, Mark K. (2014) Japan's Ainu Minority in Tokyo: diasporic Indigeneity and urban politics, New York & London: Routledge. (Ch2: *Diasporic Indigeneity: place, experience and translocalism*) pp. 27-44

Sletto, Bjorn (2016) Indigenous mobilities, territorialization, and dispossession in the Sierra de Perija, Venezuela: Rescuing lands and meanings in Habitat Indigena Yukpa, Toromo-Tutari, *Geoforum* 74:117-127

Nov 9 - WK10: "Settler Autochthony"

Thompson, Niobe. 2003. The Native Settler: Contesting Local Identities on Russia's Resource Frontier. *Polar Geography* 27(2): 136-158.

Rountree, Kathryn (2014) Neo-paganism, Native faith and indigenous religion: a case study of Malta within the European context, *Social Anthropology* 22(1):81-100

Nov 16 - WK11: Indigenous Knowledges

Cruikshank, Julie and Argounova, Tatiana (2000) Reinscribing Meaning: Memory and Indigenous Identity in Sakha Republic (Yakutia), *Arctic Anthropology* 37(1):96-119

Krmpotich, Cara and Howard-Bobiwash, Heather (2015) From collection to community to collections again: Urban Indigenous women, material culture and belonging, *Journal of Material Culture* DOI: 10.1177/1359183515610362

Nov 23 - WK12: Indigeneity and Sport

Calabro, Domenica Gisella (2016) Once Were Warriors, now are Rugby Players? Control and Agency in the Historical Trajectory of the Maori Formulations of Masculinity in Rugby, *Asia Pacific Journal of Anthropology* 17(3-4):231-249

Jackson, Steven J and Hokowhitu, Brendan (2002) Sport, Tribes and Technology: The New Zealand All Blacks' Haka and the politics of identity, *Journal of Sport and Social Issues* 26(2):125-139

Nov 30 - WK 13: COURSE REVIEW through viewing of the Maori film 'Whale Rider' (2002)

LONG ESSAY DUE – DATE TBA

IMPORTANT NOTICES

1. My Requests

Papers

All submitted assignments must be typed, 1.5 spaced, page numbered, and include the name and student number of the person submitting. **Any late assignments will incur deductions of 20% (of the percentage being assessed) per day.**

Email

Please email me about any questions you may have about the course – however, please make sure that you have first checked the course syllabus, moodle and calendar for your answer. Use **ANTH444 AS THE SUBJECT HEADING OF ANY EMAIL**. I will respond within 2 days (excluding weekends). Alternatively, come and ask questions in person during my office hours! **HOWEVER, please do not email about when the grades are coming out or what you got in advance.**

Late assignments are not accepted (see penalties above) and extensions are not given except in exceptional circumstances and when accompanied by written documentation.

2. Student Conduct and Responsibilities

- **NO** cell phone activity is allowed in class.

- For course related inquiries, do not contact the main office. Contact me directly instead.

- Plagiarism:

The most common offense under the Academic code of conduct is plagiarism which the Code defines as “the presentation of the work of another person as one’s own or without proper acknowledgement”. This could be material copied word for word from books, journals, internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available resources. Plagiarism does not refer to words alone – it can also refer to copying of images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

IN SIMPLE WORDS:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!

(Source: The Academic Integrity Website:

http://provost.concordia.ca/academic_integrity/plagiarism/)