

ANTH 3100 – PROMPTS FOR FILM REVIEW – DUE IN CLASS ON THURSDAY 09/19/2019

In his article, *Twenty-First Century Indigenism* (2008), anthropologist Richard Lee describes what he calls a “complex terrain” of indigenous politics in Southern Africa. Specifically, he outlines connections between the Kalahari (and other rural locations) and the urban contexts of Cape Town, in the Western Cape. Specifically, he describes and analyzes a 1997 conference called *Khoisan Identities and Cultural Heritage*. The film, *One Table Two Elephants*, picks up on aspects of these connections in Cape Town, 20 years after the aforementioned conference and 10 years after the publication of the aforementioned article. In this assignment you will draw from Lee’s analysis to write a short critical review of *One Table Two Elephants*.

Review Prompt: *One Table Two Elephants* takes us to an indigenous landscape that is strikingly different from the Serengeti in many ways. Considering these differences, in what ways might the Western Cape be considered an Indigenous Landscape? What kinds of claims to territory are different people making in the film and how are those people articulating their claims? Your reflection on this question should be derived from a careful viewing of the film, as well as drawing from Richard Lee’s article, the short article called the “Political Nature of Urban Wetlands,” and Andrew Gray’s polythetic formulation of indigenous territory. You will also need to do a bit of online research, which is described in the “Appendix Prompt” below.

Appendix Prompt: In preparation for viewing *One Table Two Elephants* you should do a bit of online research on two people: Emile Jansen (aka Emile YX?) and Bradley van Sitters (aka Bradlox). It will be important to have some general background on these people, so that you will recognize them when they appear in any of the assigned materials for this week. You can learn quite a bit by looking at newspaper articles, blogs, and the like – and you will learn even more by checking out some of the online videos and which they appear and/or have produced. The research for this appendix should be done before viewing *One Table Two Elephants*, but the appendix itself should appear after your review. In this appendix you should explain who each of these people are, what kinds of sources you explored, and how they relate to the questions you will have addressed in the course of your review of *One Table Two Elephants*.

Formatting Instructions: As usual, you should aim to write a focused review that fits on the single side of an 8.5”x11” sheet of paper. Your appendix should appear on the other side, be no longer than about 25% of the length of the review, and presented in a single paragraph. All other regular formatting instructions apply – 12 pt. font, reasonable margins, single spaced.

ANTH 3100: Indigenous Landscapes Seminar

Instructor: Jim Igoe, [jji2e@virginia.edu]

Office: 300 Brooks Hall **Office Hours:** Tuesday-11am-12pm, Wednesday – 2pm-3pm, and by appointment

Course Description: This seminar engages indigenous landscapes, as spaces of cultural production, land rights advocacy, and environmental care. Indigenous landscapes correspond to ancestral territories of indigenous communities, and have also been shaped by colonial conquest, extractive enterprise, and nature conservation. Their contemporary status as “scapes” is essential to official recognition of indigenous claims to territory, though frequently out of step with indigenous lifeworlds. We will learn about how different peoples contend with these paradoxical situations, in pursuit of self-determination, sustainable livelihoods, and community flourishing. We will focus on the following specific landscapes: 1. The Maasai Steppe in Northern Tanzania; 2. The Western Cape of South Africa; 3. The Waikato River in Aotearoa/New Zealand; 4. Arnhem Land in Northern Australia; 5. The Dakotas in the United States; 5. and 6. Central Virginia in the United States. We will continuously revisit course material relative to emergent themes.

Course Goals

By the end of this course, students should be able to:

1. Understand and describe the historical interactions of indigeneity with anti-colonial struggles, globalization (broadly construed); and mutual recognition across time and place;
2. Undertake critical analyses of the landscape concept and its significance for colonial encounters, environmental politics, and human relationships to more-than-human worlds;
3. Articulate informed comparative accounts of indigenous struggles for self-determination with necessary conceptual tools for approaching unfamiliar case-material;
4. Relate our engagements with the course materials to current academic conversations around questions of epistemology and ontology, with particular reference to indigenous perspectives;
5. Relate ideas and insights from the course to the contemporary situation at the University of Virginia.

Commitments and Expectations

My main commitments for this seminar are to provide a nurturing, stimulating, and rigorous environment in which we can explore, learn, and do theory in productive conversations. I consider it my responsibility to facilitate and guide those discussions, and to ensure that not only are they are productive, interesting, and mutually respectful. I also consider it my responsibility to answer any questions you have to the best of my ability, and to provide help, guidance, and mentoring for anyone struggling with the material. As this is an advanced course, I expect a high level of student commitment. Minimally this means reading this syllabus and knowing what it says, doing careful and close readings of the course material, and showing up prepared to participate. I also encourage you to let me know if you find yourself in need of help.

Course Requirements

You will be evaluated as follows (**please refer to relevant handouts for details**):

1. **Attendance** – Because this is discussion-based class, it is necessary for students to attend in order to benefit from, and contribute meaningfully to, the class. Two unexcused absences will be allowed. Each additional unexcused absence will reduce your final grade by 3 percentage points.
2. **Participation (20%)** – Each Thursday we will convene discussion groups related to that week's topic and case material. It will be especially important to attend on those days. Students will be evaluated according to their participation in, and contributions to, these weekly discussions.
3. **Film Responses and Discussion Questions (30%)** – Each week, on Thursday, you will need to bring a **hard copy** of this assignment. Your submission each week should consist of a short response to that week's film, which you will need to view ahead of time. On weeks that we do not have films, an alternative prompt will be provided. You will also submit two questions to pose to your discussion group.
4. **Virginia Engagements (20%)** – One of the main goals of this seminar is to engage with the Commonwealth of Virginia, and especially the University of Virginia. This assignment will invite you to use ideas and experiences from the seminar to better understand contemporary indigenous landscapes in these contexts. It will require you to undertake explorations beyond the classroom, by visiting places, talking to people and/or researching current events and initiatives in the Commonwealth.
5. **Take Home Essays (30%)** – These essays will require you to synthesize key concepts and cases. Prompts will be provided in the last week of November. Essays will be due after the end of the term.

Course Materials:

There is **one required book** for this course, which is

-- Gilio-Whitaker (2019) *As Long as the Grass Grows: The Indigenous Fight for Environmental Justice from Colonization to Standing Rock*, Boston: Beacon Press.

Additional required readings are available in Collab in the Resources Folder.

Required films and videos can be streamed and should be watched outside of class. Links for these films and videos are posted to Collab. Please be sure to consult with the library if you plan to stream UVA-owned films from anywhere off grounds, as this requires downloading licensed streaming software.

Please Note: I reserve the right to adjust the scheduled readings should I find it necessary. If so, I will be sure to provide ample notification and post any new readings to Collab.

Date	Topic	Readings & Films
WEEK 1		
Tuesday August 27th	Course Introduction	No Required Readings or Films
Thursday August 29th	Beginning a Conceptual Conversations	Kyle Powys Whyte – Indigeneity Andrew Gray – Indigenous Peoples & Their Territories
WEEK 2		
Tuesday September 3rd	Serengeti Struggles	Moringe Parkipuny – The Human Rights Situation of Indigenous Peoples in Africa Manuela Zips-Mairitsch -- Nature Conservation vs. Human Rights Protection Film: A Place without People
Thursday September 5th	Serengeti Struggles	Roderick Neumann – Ways of Seeing Africa Oakland Institute – Losing the Serengeti
WEEK 3		
Tuesday September 10th	Mapping and Making Maasai Landscapes	Jim Igoe – National Parks and Human Ecosystems
Thursday September 12th	Continuing Conceptual Conversations	Barbara Bender – Place and Landscape
Week 4		
Tuesday September 17th	Cape Khoisan Kalahari Connections African Consciousness	Monishia Schoeman – Khoisan History X Henrick Ernston – The Political Nature of Urban Wetlands Film: One Table Two Elephants
Thursday September 19th	Cape Khoisan Kalahari Connections African Consciousness	Richard Lee – Twenty-First Century Indigenisms Steve Biko – Let’s Talk About Bantustans Rafael Verbuyst – Claiming Cape Town
WEEK 5		

Tuesday September 24th	Diasporic Indigeneity	Robbie Shilliam – Black Aotearoa Film: Mount Zion
Thursday September 26th	Diasporic Indigeneity	James Clifford: Varieties of Indigenous Experience: Diasporas, Homelands, Sovereignties
Week 6		
Tuesday October 1st	Neoliberalism & Te Reo Maori	Linda Tuhiwai Smith – The Native and the Neoliberal Down Under Māori Television – Water Obligations
Thursday September 3rd	Tupuna Awa	Marama Muru-Lanning – Māori Research Collaborations Toon van Meijl – Doing Indigenous Epistemology
WEEK 7		
NO CLASS – Fall Reading Days		
WEEK 8		
Tuesday October 15th	Landscapes, Dreaming, and Spatialized Ethics,	Hinoru Hokari – Images of Australian Colonialism
Thursday September 17th	Landscapes and Representation	Fred Meyers – The Dreaming: Time & Space Film: Putuparri and the Rainmakers
WEEK 9		
Tuesday October 22nd	Aboriginal Artscapes	Will Stubbs: A Short History of Yolngu Activist Art Djon Mudine – Saltwater Howard Morphy: Now You Understand Fred Meyers: Emplacement and Displacement
Thursday October 25th	Aboriginal Mediascapes	Jennifer Deger – Seeing the Invisible

WEEK 10		
Tuesday October 29th	Continuing a Conceptual Conversation	Francesca Merlan – Indigeneity as Relational Identity
Thursday October 31st	Praxis of Place-Thought	Bawaka Country -- Goŋ Gurtha Vanessa Watts – Indigenous Place-Thought and Agency
WEEK 11		
Tuesday November 5th	Settlers, Sovereignty, and Space	Roxanne Dunbar Ortiz – This Land Thomas Biolsi – Sovereignty, Indigenous Space, and American Indian Struggles Film: In Light of Reverence
Thursday November 7th	Indigenous Environmental Justice	<i>As Long as the Grass Grows</i> (p.1 through p.52) Ryan Emanuel – Flawed Environmental Justice Video: Mni Wiconi
WEEK 12		
Tuesday November 12th	Water Protectors Caring for Country	<i>As Long as the Grass Grows</i> (p.53 through p.110) Ryan Emanuel – Water in a Lumbee World Film: Beyond Standing Rock
Thursday November 14th		<i>As Long as the Grass Grows</i> (p.111 through p.162)
WEEK 13		
Tuesday November 19th	Racist Legacies and Indigenous Futures in the Commonwealth Both 3100/7100 Meet Together on This Week @ Regular Class Time	Paul Hardin – Documentary Genocide Fiske – The Black and White World of Walter A. Plecker Gonzalez, Kertesz, and Tayak – Eugenics as Indian Removal Samuel Cook – The Monacan Indian Nation

Thursday November 21st	No Class – AAAs	No Class – AAAs
WEEK 14		
Tuesday November 26th	TBD	TBD
Thursday November 28th	No Class Thanksgiving	No Class Thanksgiving
WEEK 15		
Tuesday December 3rd	TBD	TBD
Thursday December 6th	TBD	TBD

INDIGENOUS LANDSCAPES GRADUATE SEMINAR

Instructor: Jim Igoe, [jjj2e@virginia.edu]

Office: 300 Brooks Hall **Office Hours:** Tuesday-11am-12pm, Wednesday – 2pm-3pm, and by appointment

Course Description: This syllabus is for the graduate version of a seminar that engages indigenous landscapes, as spaces of cultural production, land rights advocacy, and environmental care. Indigenous landscapes correspond to ancestral territories of indigenous communities, and have also been shaped by colonial conquest, extractive enterprise, and nature conservation. Their status as “scapes” is essential to official recognition of indigenous claims to territory, though frequently out of step with indigenous lifeworlds. We will learn about how different peoples contend with these paradoxical situations, in pursuit of self-determination, sustainable livelihoods, and community flourishing. Through engagements with specific landscapes, we will also learn about interdisciplinary methodologies, narratives, and theories of Indigenous Studies and related fields.

Course Goals

By the end of this course, students should be able to:

1. Undertake critical analysis of the landscape concept and its significance for colonial encounters, environmental politics, and human relationships to more than human worlds;
2. Articulate informed, comparative, accounts of indigenous struggles for self-determination in terms of place making and world making, including critiques of those concepts – with necessary conceptual tools for approaching unfamiliar case material (beyond what we cover in the seminar);
3. Relate our engagements with course materials to current academic conversations around questions of epistemology and ontology, with particular reference to indigenous;
4. Relate and situate your own research interests and planned research activities to the course materials, as well as related conversations and literatures.

Commitments and Expectations

My main commitments for this seminar are to provide a nurturing, stimulating, and rigorous environment in which we can explore, learn, and theorize in productive conversations. I consider it my responsibility to facilitate and guide those discussions, and to ensure that not only are they productive, but also, fun and mutually respectful. I also consider it my responsibility to answer any questions you have to the best of my ability, and to provide help, guidance, and mentoring for anyone struggling with the material or thinking about how to relate those materials to their own research interests. As this is a graduate-level seminar, I expect a high level of student commitment. Minimally this means reading this syllabus and knowing what it says, doing careful and close readings of the course material, and showing up prepared to participate. I also encourage you to let me know if you find yourself in need of help.

Expectations for Graduate Students

Graduate students, who are taking this course, 1. attend a weekly tutorial, 2. attend the Thursday sessions of 3100/7100 and facilitate conversations in that context; 3. undertake a term project, which will entail independent research that draws on course materials to enhance their long-term research agendas, and 4. make presentations of their project in the course of the tutorial sessions toward the end of the term.

Course Requirements

Reading Syntheses [30% of Course Grade]

Each synthesis will have two main goals: 1) engaging how the readings for a particular week fit together and 2) engaging how they build on things we have already discussed and learned about in previous weeks. A completed synthesis should consist of the following 1) a short synthesis (500-700 words) of key concepts, themes and interactions from the readings for that week; 2) a shorter (300-500 words) synthesis that address continuities and key points of departure from previous weeks; and 3) 2-3 relevant questions that A) you would like to see addressed; and B) could foster interesting in-class discussions. Syntheses will be due every week.

Weekly Tutorial and Presentations [30% of Course grade]

Graduate students are required to attend weekly tutorials, for advanced discussion of course materials and presenting research. The goal of research presentations will be to generate conversations between students with related research interests, and to generate feedback that can be incorporated into the research process.

Facilitating Discussion Sessions during Thursday Classes [10% of Course Grade]

Each week you will facilitate discussions with a small group of undergraduate students. These will draw from your engagements with the readings and tutorial session for that week, and your own background and expertise.

Final Project [30% of Course Grade]

Graduate students will consult with the instructor early in the term to identify a research project, which will connect the selected course materials and themes to their own research interests and agendas. This will entail outlining a research schedule for the term, the creation of an annotated bibliography, and a final written project, due at the end of the semester and designed in consultation with the instructor.

Required books, in the order that we will use them:

- Deger, Jennifer (2006) *Shimmering Screens: Making Media in an Aboriginal Community*, Minneapolis: University of Minnesota Press.
- Gilio-Whitaker (2019) *As Long as the Grass Grows: The Indigenous Fight for Environmental Justice from Colonization to Standing Rock*, Boston: Beacon Press.

Additional required readings are noted in the timetable below -- Any readings, besides the books listed above, are available in Collab in the Resources Folder. I reserve the right to adjust the scheduled readings should I find it necessary. If so, I will provide ample notification and post new readings to Collab.

Suggested books, important current works directly related to this seminar

- de la Cadena, Marisol and Orin Starn (eds.) (2007) *Indigenous Experiences Today*, New York: Berg
- Estes, Nick (2019) *Our History is the Future: Standing Rock and the Long Tradition of Indigenous Resistance*. London: Verso Publishers
- Igoe, Jim (2017) *The Nature of Spectacle: On Images, Money, and Conserving Capitalism*, Tucson: University of Arizona Press
- Merlan, Francesca (2018) *Dynamics of Difference: Indigenous Past and Present in a Settler Country*, Philadelphia: University of Pennsylvania Press.
- Muru-Lanning, Marama (2016) *Tupuna Awa: People and Politics of the Waikato River*, Auckland: Auckland University Press
- Povinelli, Elizabeth (2016) *Geontologies: A Requiem to Late Liberalism*, Durham: Duke University Press
- Shilliam, Robbie (2015) *The Black Pacific: Anti-Colonial Struggles and Oceanic Connections* London: Bloomsbury Publishers

Date	Topic	Readings & Films
WEEK 1		
August 27 th through August 29 th	Opening a Conversation	Kyle Powys Whyte – Indigeneity Kamni Gill – In Conversation with Tim Ingold
WEEK 2		
September 3 rd through September 5 th	Serengeti Struggles	Andrew Gray – Indigenous Peoples & Their Territories Ronald Niezen – The Origins of the Indigenous Rights Movement Moringe Parkipuny – The Human Rights Situation of Indigenous Peoples in Africa Dorothy Hodgson – Becoming Indigenous in Africa Manuela Zips-Mairitsch – Being Indigenous in Africa Jan Shetler – The Creation of Serengeti National Park Film: A Place without People Supplementary: Oakland Institute – Losing the Serengeti
WEEK 3		
September 10 th through September 12 th	Mapping, Making, and Marketing Maasai Landscapes	Barbara Bender – Place and Landscape W.J.T. Mitchell – Imperial Landscapes Anne Salmond – Theoretical Landscapes Denis Cosgrove – Prospect, Perspective, and the Evolution of the Landscape Ideal Tim Ingold – Culture, Nature, Environment (13-22) ===== Jim Igoe – National Parks and Human Ecosystems Jim Igoe – Nature of Spectacle, Chapters 3 & 4 Benjamin Gardner – Tourism and the Politics of the Global Land Grab in Tanzania

Week 4		
September 17th through September 19th	Cape Khoisan Kalahari Connections African Consciousness	<p>Steve Biko – Let’s Talk About Bantustans</p> <p>Amilcar Cabral – Identity and Dignity in the Context of the National Liberation Struggle</p> <hr/> <p>Richard Lee – Twenty-First Century Indigenisms</p> <p>Van Sittert – Making the Cape Floral Kingdom</p> <p>Henrick Ernston – The Political Nature of Urban Wetlands</p> <p>Henrick Ernston – Situating Ecologies and Re-distributing Expertise</p> <p>Rafael Verbuyst – Claiming Cape Town</p> <p>Heike Becker – A Hip-Hopera in Cape Town</p> <p>Film: One Table Two Elephants</p>
WEEK 5		
September 24th through September 26th	Diasporic Indigeneity & Pacific Parallels	<p>Paul Gilroy – It Ain’t Where You’re From, It’s Where You’re At ...</p> <p>Frederick Hoxie – Retrieving the Red Continent</p> <p>James Clifford: Varieties of Indigenous Experience: Diasporas, Homelands, Sovereignties</p> <p>Robbie Shilliam – Black Aotearoa and Other Selections</p> <p>Film: Mount Zion</p>
Week 6		
October 1st through October 3rd	Neoliberalism & Kuapapa Maori	<p>Linda Tuhiwai Smith – The Native and the Neoliberal Down Under</p> <p>Linda Tuhiwai Smith – On Tricky Ground</p> <p>Marama Muru-Lanning – Māori Research Collaborations</p> <p>Marama Muru Lanning – Belonging to the River</p> <p>Toon van Meijl – Doing Indigenous Epistemology</p>
WEEK 7		
October 8th Through October 12th	NO CLASS – Fall Reading Days	NO CLASS – Fall Reading Days

WEEK *		
October 15th through October 17th	Landscapes, Dreaming, and Representation	Minoru Hokari – Images of Australian Colonialism Neville White – Meaning and Metaphor in Yolngu Landscapes Fred Meyers – The Dreaming: Time & Space Fred Meyers: Emplacement & Displacement Jennifer Deger – Seeing the Invisible Francesca Merlan – Indigeneity as Relational Identity
WEEK 9		
October 22nd through October 25th	Worlding a Yolngu World	Jennifer Deger – <i>Shimmering Screens</i> Film: Gularri: That Brings Unity
WEEK 10		
October 29th through October 31st	Place-Based Indigenous Theorization	Bawaka Country -- Goŋ Gurtha Bawaka Country – Working with and Learning from Country Linda Tuhiwai Smith – Kuapapa Maori Research Sandy Grande – Red Pedagogy Vanessa Watts – Indigenous Place-Thought and Agency Taiaiake Alfred & Jeff Corntassel – Being Indigenous Zoe Todd – An Indigenous Feminist Take on the Ontological Turn
WEEK 11		
November 5th through November 7th	Settlers, Subalterns, and Sovereignty	Antonio Gramsci – The Intellectuals Teresia Teaiwa – Ancestors We Get to Choose Steve Biko – Black Consciousness and the Quest for True Humanity Robert Warrior – The Subaltern Can Dance, and so Sometimes Can Intellectuals Audra Simpson – Settlement’s Secrets Thomas Biolsi – Sovereignty, Indigenous Space, and American Indian Struggles

WEEK 12		
November 12th through November 14th	The Water Protectors and Environmental Justice	Dina Gilio-Whitaker – <i>As Long as the Grass Grows</i> <i>Cultural Anthropology Forum</i> -- #NODAPL https://culanth.org/fieldsights/series/standing-rock-nodapl-and-mni-wiconi Ryan Emanuel – Water in a Lumbee World Ryan Emanuel – Flawed Environmental Justice Film: Awake: The Dream at Standing Rock
WEEK 13		
Tuesday November 19th	Racist Legacies and Indigenous Futures in the Commonwealth Both 3100/7100 Meet Together on This Week @ Regular Class Time	Walter Plecker – Virginia’s Attempts to Solve the Color Problem Paul Hardin – Documentary Genocide Fiske – The Black and White World of Walter A. Plecker Gonzalez, Kertesz, and Tayak – Eugenics as Indian Removal Samuel Cook – The Monacan Indian Nation
Thursday November 21st	No Class – AAAs	No Class – AAAs
WEEK 14		
Tuesday November 26th	TBD	TBD
Thursday November 28th	No Class Thanksgiving	No Class Thanksgiving
WEEK 15		
Tuesday December 3rd	TBD	TBD
Thursday December 6th	TBD	TBD