

## INDIGENOUS LANDSCAPES GRADUATE 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 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
<b>WEEK 1</b>		
<b>August 27<sup>th</sup> through August 29<sup>th</sup></b>	Opening a Conversation	Kyle Powys Whyte – Indigeneity  Kamni Gill – In Conversation with Tim Ingold
<b>WEEK 2</b>		
<b>September 3<sup>rd</sup> through September 5<sup>th</sup></b>	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
<b>WEEK 3</b>		
<b>September 10<sup>th</sup> through September 12<sup>th</sup></b>	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

<b>Week 4</b>		
<b>September 17<sup>th</sup> through September 19<sup>th</sup></b>	<b>Cape Khoisan Kalahari Connections African Consciousness</b>	<p>Steve Biko – Let's Talk About Bantustans</p> <p>Amilcar Cabral – Identity and Dignity in the Context of the National Liberation Struggle</p> <p>=====</p> <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>
<b>WEEK 5</b>		
<b>September 24<sup>th</sup> through September 26<sup>th</sup></b>	<b>Diasporic Indigeneity &amp; Pacific Parallels</b>	<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>
<b>Week 6</b>		
<b>October 1<sup>st</sup> through October 3<sup>rd</sup></b>	<b>Neoliberalism &amp; Kuapapa Maori</b>	<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>
<b>WEEK 7</b>		
<b>October 8<sup>th</sup> Through October 12<sup>th</sup></b>	<b>NO CLASS – Fall Reading Days</b>	<b>NO CLASS – Fall Reading Days</b>

WEEK *		
<b>October 15<sup>th</sup> through October 17<sup>th</sup></b>	<b>Landscapes, Dreaming, and Representation</b>	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		
<b>October 22<sup>nd</sup> through October 25<sup>th</sup></b>	<b>Worlding a Yolngu World</b>	Jennifer Deger – <i>Shimmering Screens</i> Film: Gularri: That Brings Unity
WEEK 10		
<b>October 29<sup>th</sup> through October 31<sup>st</sup></b>	<b>Place-Based Indigenous Theorization</b>	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		
<b>November 5<sup>th</sup> through November 7<sup>th</sup></b>	<b>Settlers, Subalterns, and Sovereignty</b>	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 12 <sup>th</sup> through November 14 <sup>th</sup>	<b>The Water Protectors and Environmental Justice</b>	<p>Dina Gilio-Whitaker – <i>As Long as the Grass Grows</i></p> <p><i>Cultural Anthropology Forum</i> -- #NODAPL  <a href="https://culanth.org/fieldsights/series/standing-rock-nodapl-and-mni-wiconi">https://culanth.org/fieldsights/series/standing-rock-nodapl-and-mni-wiconi</a></p> <p>Ryan Emanuel – Water in a Lumbee World</p> <p>Ryan Emanuel – Flawed Environmental Justice</p> <p>Film: Awake: The Dream at Standing Rock</p>
WEEK 13		
Tuesday November 19 <sup>th</sup>	<p>Racist Legacies and Indigenous Futures in the Commonwealth</p> <p>Both 3100/7100 Meet Together on This Week @ Regular Class Time</p>	<p>Walter Plecker – Virginia’s Attempts to Solve the Color Problem</p> <p>Paul Hardin – Documentary Genocide</p> <p>Fiske – The Black and White World of Walter A. Plecker</p> <p>Gonzalez, Kertesz, and Tayak – Eugenics as Indian Removal</p> <p>Samuel Cook – The Monacan Indian Nation</p>
Thursday November 21 <sup>st</sup>	<b>No Class – AAAs</b>	<b>No Class – AAAs</b>
WEEK 14		
Tuesday November 26 <sup>th</sup>	<b>TBD</b>	<b>TBD</b>
Thursday November 28 <sup>th</sup>	<b>No Class Thanksgiving</b>	<b>No Class Thanksgiving</b>
WEEK 15		
Tuesday December 3 <sup>rd</sup>	<b>TBD</b>	<b>TBD</b>
Thursday December 6 <sup>th</sup>	<b>TBD</b>	<b>TBD</b>