ANTH 258: Culture and Identity
“Indigenous Peoples and the Politics of Representation”
Spring Semester 2018
Tuesdays 1:30-4:00pm
Sharpless 227

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Course Description
This course will explore the topic of Culture and Identity through a specific interest in the politics of indigeneity. The recent and very public struggle of the Standing Rock Sioux and their allies against the Dakota Access oil pipeline has made the ongoing legacy of colonialism in North America starkly visible. This course takes the historical event of Standing Rock as an invitation to look closely and critically at the relationships between indigenous peoples and their territories, and between indigenous worlds and the practice of ethnography. This course rests on the premise that Anthropology cannot be an innocent, objective observer of those who we study. Historically, Anthropology has been entangled with indigenous struggles for self-determination, in both horrific and inspiring ways, especially in the many various forums in which “cultural authenticity” is adjudicated in courtrooms, resource conflicts, and popular imaginaries. We will pursue two lines of inquiry: 1) how the politics of indigeneity reveal, extend, and undermine the logics of liberal multiculturalism, in diverse ways stemming from diverse histories; and 2) how the politics of indigeneity may unsettle Anthropology as a discipline and demand “decolonizing methodologies.”

Assignments
This course is grounded in a deep and critical concern with ethnographic practices of representation. Writing well demands reading well, so we will dedicate time in class to discuss how ethnographic texts are constructed. There are no short and quick response papers. Good essays usually require more than one draft and you are encouraged to seek feedback from me, your peers, or on-campus writing support. There are three essays required for this course, as follows:

- The first essay is about the concept of recognition. It is due on March 6.
- The second paper will expound upon ideas from either the “Nature/Cultures” of “Images” sections of the course. It is due on April 24.
- The third essay will revisit one or both of these previous essays, to consider the promises and pitfalls of ethnographic modes of representing indigenous peoples.

Expectations for Class Discussion
There is a lot of material on this syllabus—too much for everyone to read everything listed here. Instead, we will give one of three labels to each of these texts, as we move along: 1) those
that are required for everyone to read; 2) those that are recommended for everyone but required of no one (and which may be good resources for developing a paper, if we don’t touch on them in our discussions); and 3) “pick one” articles, in which each student will be responsible to read one article in addition to the material that is assigned to everyone for that week. That means one student will read each of these “pick one” articles. The idea is to generate the breadth of a comparative discussion without requiring more reading than you can digest. Instead, you will be expected to understand your particular “pick one” article to the extent that you can explain it to people who haven’t read it.

In that vein, you should prepare and bring the following to each class: 1) a brief summary about what the readings are about and how they relate to each other (see the guide for leading discussions that is on Moodle); 2) Find and transcribe one quote that you found to either concisely capture the point of the text or to provoke debate. You should keep these quotes and, even better, insert them into our discussions and take thorough notes, as you will need to draw on them for writing assignments; 3) One thoughtful question or point for discussion. You should write all of this in a document (rather than notes in the margins of an article) and bring it to class, but I don’t intend to collect them if the conversation is lively and well-informed. So, short-hand notes are sufficient if that’s all you need to jog your memory and guide a conversation about the material that has been assigned to you. If I’m doing all the work to facilitate discussion, I reserve the right to make these discussion notes into assignments so that I can monitor your preparation. Don’t wait until the night before class to do all this! Give yourself a chance to digest what you’ve read and to consider what you’d like to discuss. Overall, you can expect 50-100 pages of reading each week.

**Disabilities**

Students who need disability-related accommodations should speak with me as soon as possible. Students should also contact the Office of Access and Disabilities Services (ADS, hc-ads@haverford.edu) to verify their eligibility for accommodations

**E-mails**

I am happy to respond to emails, especially for simple matters of clarification. For more substantive matters (including grades and missed lectures), it’s better to talk in person. I am happy to set up appointment outside of my office hours if necessary. In any case, however, please do not expect a response before 48 hours (or more if I am travelling).
Course Schedule
(As listed, this amount of reading would be a lot for one semester. We will distinguish required readings from recommended readings as we move through the syllabus)

1. Tuesday January 23
   o Syllabus
   o Required: GWF Hegel. Geographic Basis of World History.
   o “Mni Wiconi” (8:26 min) https://www.youtube.com/watch?v=4FDuqYld8C8

2. Tuesday January 30
   o Required: Marisol de la Cadena and Orin Starn. “Introduction” in Indigenous Experience Today, de la Cadena and Starn, eds. [available as an e-book through the library]
   o Required: Stuart Hall. Race: the floating signifier and transcript
   o Required: Raymond Williams. “Culture.” In Keywords
   o Pick one: Marshall Sahlins. What is Anthropological Enlightenment?
   o Pick one: Orin Starn. “Here Come the Anthros (Again): The Strange Marriage of Anthropology and Native America.” Cultural Anthropology 26(2) 2011

3. Tuesday February 6
   o Required: Francesca Merlan. “Indigeneity: Global and Local.” Current Anthropology 50(3) 2009
   o Required: Anna Tsing. “Indigenous Voice” in Indigenous Experience Today, de la Cadena and Starn, eds. [available as an e-book through the library]

RECOGNITION

4. Tuesday February 13
   o Required: Elizabeth Povinelli. Chapter 1 in The Cunning of Recognition. [available as an e-book through the library]

5. Tuesday February 20
   o Pick one: Kim Tallbear. “Genomic articulations of Indigeneity” Social Studies of Science 0(0) 2014
6. Tuesday February 27
   o Bring in quote about recognition for “dialogic quote explosion” writing exercise
   o Required: Finish Caging the Rainbow [available as an e-book through the library]

NATURE/CULTURES

7. Tuesday March 6
   o PAPER ON RECOGNITION IS DUE
   o Paige West. Selections from Conservation is Our Government Now. [available as an e-book through the library]
   o Julian Brave NoiseCat & Anne Spice. “A History and Future of Resistance: the fight against the Dakota Access Pipeline is part of a centuries-long indigenous struggle against dispossession and capitalist expansion.” In Jacobin, September 8, 2016

Tuesday March 13 SPRING BREAK NO CLASS

8. Tuesday March 20


Tuesday March 27


Images

10. Tuesday April 3


11. Tuesday April 10

Finish Tourist State


Thursday April 12, 7-9pm, CPGC panel on “Ethical Representation, Power, Privilege, Authority.” Location TBA.

Monday April 16 Beth Piatote, Associate Professor of Ethnic Studies and Native American Studies, University of California, Berkeley.

"Scales of Difference: Competing Temporalities in Indian Law Conflicts"
4:15 tea, 4:30 talk, Chase Auditorium
CONCLUSIONS

12. Tuesday April 17
   o Bring in quote for second paper, for writing exercise
   o John Law. “What wrong with a one-world world?” Distinktion: Journal of Social Theory 1 2015

13. Tuesday April 24
   o Second paper due, on “Nature/Cultures” or “Images”
   o In-class writing exercise on quote from John Law
   o Margaret Jolly. “Spectres of Inauthenticity.” The Contemporary Pacific 4(1) 1992

14. Tuesday May 1
   o Presentations and/or Workshops

Saturday May 12 FINAL EXAMS DUE FOR SENIORS

Friday May 18 FINAL EXAMS DUE FOR NONSENIORS