

# Ethnography, Identity, Indigeneity *Contemporary Perspectives*

Ethnology (ANTH 205)

Instructor: Terri Castaneda ([tac@csus.edu](mailto:tac@csus.edu))

Spring 2008: Tuesday 6-8:45 pm, MND 4008

Office: MND 4028; 278-6067

Office Hrs: T 4:30 – 6:00; MWF 9:30-10:00

Faculty Web page: [www.csus.edu/indiv/c/castanodat](http://www.csus.edu/indiv/c/castanodat)

## **I. Catalog Description**

ANTH 205. Ethnology. Seminar is designed for students to develop a working knowledge of anthropological approaches to a number of major issues in ethnology. The focus is on the analysis of case studies. 3 units.

## **II. Required Texts**

Buckley, Thomas

2002 *Standing Ground: Yurok Indian Spirituality, 1850-1990*. Berkeley: University of California Press.

Nagel, Joane

1997 *American Indian Ethnic Renewal*. Oxford University Press.

Niezen, Ronald

2003 *The Origins of Indigenism*. Berkeley: University of California.

Sarris, Greg

1994 *Mabel McKay: Weaving the Dream*. Berkeley: University of California Press.

Smith, Linda Tuhiwai

2002 *Decolonizing Methodologies: Research & Indigenous Peoples*. Zed Books.

Warren, Kay and Jean Jackson

2003 *Indigenous Movements, Self-Representation and the State in Latin America*. Austin: U of Texas Press.

## **III. Course Description and Objectives**

This course explores contemporary issues in the ethnography and ethnology of identity and indigeneity. In particular, we will focus on the problematics of disciplinary identity, cultural hybridity (as a condition of many ethnographers and Indigenous peoples, more generally), and post-colonial challenges to ethnographic research and writing. Our final suite of readings focuses specifically upon issues of ethnography, identity, and indigeneity in three California case studies.

## **IV. Course Format & Evaluation**

This seminar is grounded in intensive reading, discussion, and writing. There will be no lecture, as graduate seminars are designed to introduce you to process of analyzing and

producing scholarship. Each of you is expected to make timely and consistent appearances in class, to complete the assigned readings in full, to produce notes that aid in synthesis of the readings; to make meaningful contributions to class discussion, and to respect both your peers and the corpus of scholarly material with which the class is engaged.

Evaluation will be based on three components:

<b>A. Class Participation 25 %</b>	<b>B. Essays 50 %</b>	<b>C. Research Papers 25%</b>
Avg. of notes/discussion scores 12.5%	Unit I essay 25%	Written Paper 100%
Seminar Facilitation 12.5%	Unit II essay 25%	Missed Oral Presentation (-20 pts.)

#### **A. CLASS PARTICIPATION**

**Notes & in-class discussion:** each student will prepare for class discussion by writing informal discussion notes or reaction papers (1 pg. max.) that outline, sketch, summarize or otherwise define core arguments, themes, concepts and terminologies central to the assigned readings. These might easily take the form of a simple bullet list of questions, terms, summary statements, and/or ideas about how the readings relate to your intended thesis topic. These should be typed up and printed out (in duplicate) *before* coming to class (do not email these to me). I will collect one of the copies at the start of every class (you'll retain the second copy for discussion). I will not be examining these for typos, grammar, narrative elegance or formal writing conventions. These merely serve to demonstrate your preparation and to help facilitate lively class discussion. In concert with your in-class discussion for that week, these will be marked according to the following rubric: ++ (excellent); + (good); ✓ (adequate); — (poor). See section IX.

**Seminar facilitation:** each student will lead a 1 ½ hour seminar session (assignments will be made the first day of class and presentations will begin on February 5). This will involve the preparation of two products (a formal abstract and a set of discussion questions/prompts). You will be required to hand in a ***typed abstract*** (approx. 1 page in length) that synthesizes the corpus of that week's readings under a single theme; your role in leading the class discussion will be strengthened by having prepared this abstract. You should also prepare at least three (and no more than five) ***discussion questions or prompts*** for the class. In preparing these, you might take the following into consideration:

- What are the authors' academic backgrounds and current professional positions? What are their other scholarly interests and/or achievements?
- What is their central thesis? From what position of authority do they write?
- Whose work do they cite in support of their own argument? Are they in dialogue with the critics of their own work (or, for that matter, with the work of other authors we have read in this class), or is the matter of differing interpretation/analysis/evidence absent or elided? What questions are left unanswered?
- Finally, how does this work articulate with, clarify, or challenge works we have read (or films we have seen) in earlier weeks?

As a facilitator, you will NOT be summarizing the readings to the class (or presenting your abstract orally); rather, you will be using your three prompts/questions to help provoke thought and discussion among your peers. **You must email both the abstract and the set of prompts to me by 4:30 pm (at the latest) on the day you are assigned to facilitate.** Facilitators do not prepare or hand in the weekly discussion notes/response papers for the week they are leading class discussion.

**B. ESSAYS (2)** Students will write two scholarly essays related to the readings for Units I and II, respectively. Question(s)/prompts will be posted to LOCUS (see section IX), approximately 10 days prior to the due date. Essays should be approximately 4-5 pp. long (inclusive of references cited). They should be double-spaced in Times New Roman 12 pt. font, with margins of no more than 1½ inches (*top and bottom; right and left*). Be sure to give your essay a title. Do not dedicate a separate page to references; just place a **References Cited** heading at the close of your essay and list your sources there (following AA format, of course—see section VII.)

**C. RESEARCH PAPER** Students will write a research paper (12-15 pp., inclusive of references cited) related to the poetics and politics of ethnography and indigeneity *in contemporary California*. By the 8th week of class, students will submit a sketch of their topic in paragraph form. As noted in the schedule below, the final two weeks of the course are dedicated to oral presentations of your research. (See B. above, for font, point size, and page margins for the final paper.)

**V. LOCUS\***— I will use LOCUS (<http://locus.csus.edu/locus2005/index.php>), an electronic resource created and maintained by the Sacramento State Library, to help manage this course. For instance, I will use it to deliver essay assignments to you, to post announcements, and to make some reserve readings available as PDF files that may either be read on-line or downloaded and printed at your own convenience. Some readings (unfortunately), are not available electronically, and are on file in the Reserve Room, instead. **You will need to login to LOCUS using your saclink username and password. After this, you will need to enroll in the class** using (again) your saclink account and the password for our course \_\_\_\_\_.

## **VI. Course Schedule\***

Jan 29— Course Introduction

### ***Unit I. Identity and Indigeneity in Global and Cross-Cultural Perspective***

Feb. 5—Neizen (2003), chapters 1-3.

Feb. 12—Neizen, chapters 4-7.

Feb. 19—Nagel (1997), chapters 1-3.

Feb. 26—Nagel; chapters 5, 6, 7, and 9. (*Essay question I will be posted to LOCUS by Friday this week.*)

March 4— Warren and Jackson (2003)—Chpts. 1, 4, 6 and 7.

***Unit II. Post-Colonial Challenges to Anthropological Research and Representation: Hybridity, Positionality, and Ethnographic “Authority”***

March 11—*Essay 1 due*; Jacobs-Huey (2002); Narayan (1995); Medicine (2001); Mihesuah (1998); Ranco (2006).

March 18—Smith (2002) *Due: paragraph detailing research topics.*

March 25—Field (1999); Lassiter (2000); Alfred and Corntassel (2005).

April 1—**Spring Break** (*Essay question 2 will be posted to LOCUS by Friday this week.*)

April 8—Behrendt (2004); Brooks (2002); Clifford (1988); Davis (2001); Campisi and Starna (2004);

***Unit III. The Poetics and Politics of Ethnography and Indigeneity: Three California Case Studies***

April 15—*Essay 2 due*; Laverty (2003); Field and Leventhal (2003); Field w/Muwekma Ohlone Tribe (2003).

April 22—Buckley (2002) Introduction - Chapter 4

April 29—Buckley, chapters 5-11.

May 6—Sarris (1994); Film

May 16—Sarris (cont'd); begin Oral Presentations of Research Papers

May 13—Oral Presentations; Final Research Papers Due (in hardcopy; 6 pm)

\* *Subject to change at the instructor's discretion.*

**VII. Use the American Anthropological Association's style guide:**

[http://www.aaanet.org/pubs/style\\_guide.pdf](http://www.aaanet.org/pubs/style_guide.pdf). This is a 14-page document. I suggest that you print it out and begin to familiarize yourself with it well before your first written assignment is due. I will grade all your written work for both content and style. I will occasionally make stylistic suggestions to help you improve your writing and will mark mechanical and grammatical errors.

**VIII. Proofreaders Marks:** <http://www.m-w.com/mw/table/proofrea.htm> Consult these when your essays are returned. If you go on to the doctoral level and/or publish your work professionally (or write an MA thesis for *me*) you'll certainly be seeing them again. (*The Chicago Manual of Style* has a more complete set of marks, which you may find useful in the future, as either an author or an editor.)

**IX. The Fine Print**

**A. The scoring rubric** used to assign a credit to your weekly notes and participation will translate into the following percentages 100%, 95%, 85% and 75% (beginning with ++ and ending with -). The score of ++ (100%) will be reserved for truly outstanding preparation AND discussion. Notes that arrive “late to class” by more than 10 minutes will be marked down by 5%. No notes will translate into a participation score that day of 70%, provided that you are actually present in

class and participate in discussion. Absences from class will translate into a participation score of 0%. Discussion notes/response papers are not accepted except upon the date they are due; *however, every student is allowed one absence with no penalty for discussion notes, etc. Make certain that it is not a day that you have an essay due, are supposed to serve as facilitator, or must be present for oral presentation of research papers (i.e. the last two weeks of class).*

- B. Late essays** will be marked down 10 points for each day late. Essays turned in more than 15 minutes after the start of class will lose 5 points.
- C. Research papers** are due by 6:05 p.m. on May 13 (our last seminar session) and **will not be accepted late** without a 10 pt. p/calendar day penalty. Please plan accordingly.

**X. Bibliography of Reserve Readings. Those available on LOCUS are marked with an \*asterisk. The 5 articles not available through LOCUS are held for 2-hr check-out in the Library Reserve Room.**

\*Alfred, Taiaiake and Jeff Cornassel

2005 Being Indigenous: Resurgences against Contemporary Colonialism. Government and Opposition: An International Journal of Comparative Politics. 40(4): 597-614.

Behrendt, Larissa

2004 Euleyai: The Blood that Runs Through My Veins, in *A Will to Survive*, Stephen Greymorning, ed., Pp. 32-44. New York: McGraw-Hill.

Brooks, James F.

2002 Life Proceeds from the Name: Indigenous Peoples and the Predicament of Hybridity, in *Clearing a Path: Theorizing the Past in Native American Studies*. Nancy Shoemaker, ed. Pp. 181-205. New York: Routledge.

\*Campisi, Jack and William Starna

2004 Another View on "Ethnogenesis of New Houma Indians." *Ethnohistory* 51: 779-791.

Clifford, James

1988 Identity in Mashpee. *In The Predicament of Culture*. Harvard University Press.

\*Davis, Dave D.

2001 A Case of Identity: Ethnogenesis of the New Houma Indians. *Ethnohistory* 48: 473-494.

\*Field, Les

1999 Complicities and Collaborations. *Current Anthropology* 40: 193-209.

\*Field, Les and Alan Leventhal

2003 "What Must it Have Been Like!": Critical Considerations of Precontact Ohlone Cosmology as Interpreted through Central California Ethnohistory. *Wicazo Sa Review* 18:95-126.

- \*Field, Les (with the Muwekma Ohone Tribe)  
2003 UnAcknowledged Tribes, Dangerous Knowledge: The Muwekma Ohlone and How Indian Identities are “Known.” *Wicazo Sa Review* 18:79-94.
- \*Jacobs-Huey, Lanita  
2002 The Natives are Gazing and Talking Back: Reviewing the Problematics of Position, Voice, and Accountability Among “Native” Anthropologists. *American Anthropologist*, Vol. 104(3):791-804.
- \*Lassiter, Luke Eric  
2000 Commentary: Authoritative Texts, Collaborative Ethnography, and Native American Studies. *American Indian Quarterly* 24: 601-614.
- \*Lavery, Philip  
2003 The Ohlone/Coastanoan-Esselen Nation of Monterey, California: Dispossession, Federal Neglect, and the Bitter Irony of the Federal Acknowledgment Process. *Wicazo Sa Review* 18:41-78.
- Medicine, Bea  
2001 American Indians and Anthropologists: Issues of History, Empowerment, and Application. *In Learning to Be an Anthropologist & Remaining Native*, Medicine and Jacobs, eds. Pp. 323-332. Urbana: University of Illinois.
- Mihesuah, Devon  
1998 Commonality of Difference: American Indian Women and History. *In Natives and Academics: Researching and Writing about American Indians*, D. Mihesuah, ed. Pp. 36-54. Lincoln: U. of Nebraska Press.
- \*Narayan, Kirin  
1995 How Native is a ‘Native’ Anthropologist? *American Anthropologist*, Vol. 95(3):671-686.
- \*Ranco, Darren  
2006 Toward a Native Anthropology: Hermeneutics, Hunting Stories, and Theorizing from Within. *Wicazo Sa Review*, Vol. 21(2):61-78.