

INDIGENOUS PEOPLES OF BRAZIL

(ANT 4930/ANG-6930)

Fall 2017 Syllabus

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Location & Time: T: 5-6 (11:45-1:40); Turlington 2333; TH: 6 (12:50-1:40); Turlington 2334
Office Hours: T: 10:30-11:45; TH: 12:00-12:45; or by appointment.

Summary:

This class is a survey class of issues related to the First Nations peoples of Brazil, focusing on the Amazon. It considers the deep history of native peoples, from initial occupations in the late Pleistocene to colonial period and post-colonial ethnic groups, focusing on discrete indigenous and mixed communities. It then focuses on ethnography with the two grand narrative paradigms of the 20th century, structuralism and cultural ecology and, particularly, recent ethnographic work over the past decade or so. This provides the basis for discussion of post-2010 engagements with post-structuralism, public anthropology and the place of indigenous peoples in global debates, as well as the question of voice in the study of indigenous histories and ethnography, including who has the right or responsibility as advocates to speak for indigenous peoples.

The class focuses on the following questions:

Who are indigenous peoples and how do anthropologists study them? Focusing on general ethnographic approaches, including classic works by Malinowski, Geertz and Scheper-Hughes, as well as within the paradigms of Cultural Ecology (Julian Steward; William Balée; William Denevan and others) and Structuralism (e.g., Eduardo Viveiros de Castro; Phillipe Descola; Terry Turner; Joana Overing, and others)

How do anthropologists work with, as well as on, indigenous peoples? This includes recent participatory and collaborative work and how enduring partnerships are developed. This builds on now classic discussions that emerge from Paulo Freire and others in Brazil.

What does this tell us about the world we live in? This focuses on current issues of poverty, environment, climate change and human rights, focusing on interdisciplinary and multi-cultural approaches to addressing major global issues through comparative anthropological studies and case studies on specific peoples and problems.

How do we help? This aspect of the course focuses on how anthropology and Western science can aid indigenous and traditional peoples, as well as aiming to contribute to global debates, particularly through applied approaches.

Evaluation:

Participation in class (25% of grade); As a small class, attendance is very important. This class does not require 100% attendance, however attendance is required and monitored. Greater than 5 absences will be penalized by a one-point reduction for each absence. Weekly attendance is required unless arranged with instructor ahead of time.

Short reviews (250-500 words) of one weekly reading, to be selected by instructor and students in class discussions (25%). Weekly reading assignments are due on T and are to be handed in as hard-copies at the beginning of class.

Individual projects:

Undergraduate students will select one group by the end of Part 1, then collect anthropological works on them, including one primary ethnography, and do an annotated bibliography of 10 works and short (1,000 or more word) report on the ethnography, which will be discussed in class (50%).

Graduate students: focus on one region or discrete group, previous studies and traditional approaches; history and colonialism; recent ethnographic or indigenous history (post-2005); and current political situation, including heritage and human rights, environmental and climate change and current development, conservation and legal issues. This will be selected by the end of Part I and a student moderated discussion will be conducted in class, as well as a powerpoint presentation (50%)

Missed Work: students will be allowed to submit weekly reading reviews late, if arranged with instructor beforehand. All materials are due by 12/15.

Class Outline (all readings will be provided as pdfs; additional readings will be assigned to graduate students based on individual interests):

Introduction

Week 1 (8/22-24). Who are indigenous peoples in Brazil, and why does it matter?

United Nations Charter; Who is the Amazon? (Heckenberger 2013; *Environmental Research Letters*: Perspective); Indigenous people in modern political world; Political Ecology (Gezon and Paulson 2004; Paulson 2016);

Part 1: Background and Deep History

2 (8/29-31). Amazonia as Indigenous Deep History: The Holocene (Taino and the Arawak)

“Amazonian Archaeology” (Heckenberger and Neves 2009); “The Domestication of Amazonia before Europeans” (Clement et al. 2015)

3 (9/5-7): Taino, Tupinamba & Cannibalism: Amazonia in the Western Imagination

“Cosmological Deixis and Amerindian Perspectivism,” (Viveiros de Castro 1998: Hans Staden’s True History 2008)

4 (9/12-14). Anthropocene: Floodplains Chiefdoms

“Political economy of Central Amazon” (Neves & Petersen 2008); Barreto on “Amazonian Bodies” and Lower Amazon art (2015)

Guest lecture (Kevin McBride): Archaeology and Amazonian Foodways

5 (9/19-21). Anthropocene: Southern Amazon Garden Cities

Heckenberger et al. 2003, 2008, 2017, “Amazonia 1492” (Science 2003), “Pre-Columbian Urbanism” (Science 2008)

Guest lecture (Kevin McBride): Archaeology and Amazonian Foodways

Part 2: Twentieth Century Ethnography: Selected Ethnographic Group Coverage

6 (9/26-28). The Yanomamo: Davi Copenawa and Bruce Albert, *The Falling Sky* (2013); Linda Rabben, *Unnatural Selection & the Yanomamo*,

Quest lecture (Simone Athayde): The Kaiabi, Dams and TCD

Additional Readings: Robin Wright

7 (10/3-5): UF Amazon Workshop week; graduate student participation in a two-day meeting on Tropical Conservation and Development in the Amazon, to be determined later; lecture on T for undergraduate and participation opportunities in workshop.

Readings: Heckenberger et al. 2017, *Nature*; Heckenberger 2017. “Casa da Cultura Kuikuro”

8 (10/10-12). Western Amazon: Eduardo Kohn, *How Forests Think* (2013) & the Western Amazon (graduate students pick group);

Additional Readings

Further Thoughts on Sylvan Thinking, Kohn 2014;

Our Selves, Forms and Forces, Latour 2014,

All too Human (still), Descola 2014

Amerindian Perspectivism, Type or Bomb, Latour 2009;

9 (10/17-19). The Wari & Western Contact: Aparecida Vilaca, *Strange Enemies*, Beth Conklin, *Consuming Grief* (2001)

10 (10/24-26). Southeastern Amazonia: Jeremy Campbell: *Conjuring Property: Speculation and Environmental Futures in the Brazilian Amazon* (2015)

11 (10/31-11/2). The Kayapo: Laura Zanotti, *Radical Territories* (2015)

Additional Graduate Readings: Turner; Posey; Hecht

12 (11/7-9) The Xingu: Carlos Fausto, *Warfare and Shamanism in Amazonia* (2012) & the Xingu

Additional Graduate Readings: Heckenberger 2007, 2009, 2013; 2016; Franchetto (2015)

Part 3: Modern Indigenous Concerns

13 (11/14-16). Modern Dilemmas: Development, Climate and Dams (grad student presentation);

Readings to be co-selected: Chapin 2005

14 (11/21). Modern Problems: Climate, Cultural Survival & Integration (grad student presentation)

Readings to be co-selected:

15 (11/38-30). Modern Solutions: Anthropology as Meeting Place (grad student presentation)

Readings to be co-selected:

16 (12/5). Closing Thoughts

V. Policies

Policies for grade point averages: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>
Also note that a grade of C- does not count for credit in major, minor, Gen Ed, Gordon Rule, or college basic distribution credit (see <http://www.isis.ufl.edu/minusgrades.html>).

Academic Honesty, Student Responsibilities, Student Conduct Code: Students are required to do their own work on quizzes. The penalty for cheating is to receive no points for that exam and in serious cases the incident will be reported to the Student Honor Court. The student is responsible to review the UF Student Responsibilities Guidelines, available online.

Special Accommodations: Students requesting disability-related academic accommodations must first register with the Disability Resource Center (<http://www.dso.ufl.edu/drc/>). The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.