COURSE SYLLABUS

ANT-4930 U01: TOPICS IN ANTHROPOLOGY ‘For Undergraduate Students’
HIS-4930: TOPICS IN HISTORY ‘For Undergraduate Students’
SYD 6901: U01. For Graduate Students

ETHNO-HISTORY OF INDIGENOUS COMMUNITIES IN GLOBAL PERSPECTIVES
(Emphasising South Asia-India)
SPRING-2019, Tuesdays and Thursdays, 11:00 a.m. to 12:15 p.m.

- **Instructor:** Dr. Bina Sengar, Fulbright Fellow, 2018-2019, Global Indigenous Forum, Department of Global and Socio-Cultural Studies, FIU. Office-SIPA, 326
- **Address:** Assistant Professor, Department of History and Ancient Indian Culture, School of Social Sciences, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad-431004, India
- **Office Hours:** Wednesdays 03:00 to 05:00 p.m. (Or by appointment or CANVAS)
- **Email:** bsengar@fiu.edu

COURSE DESCRIPTION

The 21st century is looking critically and optimistically to knowledge inherent in traditional societies. The cultural-political differences and parallels in histories of indigenous communities around the globe are an integral part of knowing: ‘Who is indigenous’? How in the contemporary times are relations among indigenous regions and nation-state changing? The policy of governing ‘State’ for ‘indigenous’ are subject of interest and debate. The colonial and post-colonial ideologies on indigenous identities and state administration remains core of the United Nations policies influencing internationally solidarity of the indigenous communities.

The historical narratives and contemporary debates about the ‘tribal’ or ‘indigenous’ communities in global perspectives are discursive and debatable. In the course we will discuss and contemplate the terminologies used to define ‘indigenous’, ‘native’ etc. Discussions on ethno-histories of indigenous communities will begin from pre-historic era to neo-colonial era of 21st century. The historical evolution and development will investigate migratory and settlement patterns of indigenous communities in the global scenario. The communities termed as ‘Indigenous’, ‘nomadic’ and ‘sedentary’ will be studied through their global connectedness.

In South Asia and India ethno-historical discourses on indigenous communities are persistently marginalised with grand narratives. The historical complexities of narration of indigenuity are affected by the meta-narratives of ethnographies, structural, post-structural, and post-modernist theories. The Occidental, Oriental, imperial, colonial, neo-colonial and neo-imperial debates equally problematize indigenous vs. nation-state writings and policies.

In the global context South Asian cultural legacy has created state policies for Indigenous/tribal which remarkably differs from policies of United Nations. Colonial and post-colonial ideologues remain argument of dissent among state and indigenous movements world-wide. In the post-colonial era scholarly research are widely discussing indigenous identities, land rights and knowledge systems. Within these discussions dissonance of state politics and indigenous are struggling for solutions.
COURSE OBJECTIVES
1. To understand the complexity and global diversity of the indigenous communities
2. To comprehend the historical trajectories of the indigenous communities in Global, and South Asian regions for area specific understanding
3. The understand and elaborate about the nexus of cultural inter-connectedness among the indigenous communities of the world
4. Historical development of the concept of indigeneity from 5000 years Before Present (hereafter B.P.) and with the present 21st century through a global perspective.
5. Analyze and diversify the regional concepts of Indigenous Knowledge Systems (IKS), methods of conservation of Biodiversity (CBD) through community practices and Community based conservation (CBC) which are practiced among the different tribal communities of South Asia/India through their Human-Environment-Relations (H-E-R)
6. Interconnectedness of the change and continuity in the sustainable cultures and global policies which are formulated under nation state and United Nations.

STUDENT LEARNING OUTCOMES
1. Describe and state the dissonance and connections in the etymology, history and cultural legacy of what Global and South Asian/Indian indigenous communities.
2. Illustrate, interrelate and paraphrase the cultural and political distinctions among indigenous communities around the world.
3. Generalize and organize the skills learned about history, culture and knowledge systems of the indigenous. Apply these skills in the community based conservation of biological diversity through human environmental relationships (H-E-R)
4. Distinguish and analyze indigenous communities of India and their historical-cultural legacy and knowledge systems in context to global cultures of indigenous societies. With comparative governance strategies of nation state for indigenous communities in different parts of the world and in India.
5. Hypothesize, synthesizing and develop the pluralistic nature of tribal histories and knowledge systems and their integrating components to elaborate on cultural connections among South Asian and global indigenous cultures.
6. Critique and recommend the qualitative discussions and survey literature for the indigenous studies and problematic areas of research and learning in Indigenous communities under South Asian studies.

FOR UNDERGRADUATE AND GRADUATE STUDENTS/SCHOLARS
The course will be offered to both graduate and under graduate students, only difference in the work assigned to them will be amount of readings and evaluative methods.

COURSE REQUIREMENTS
- Graduate and Undergraduate students have to go through the basic reading lists given in the course
- There will be different methods of evaluation for graduate and undergraduate students
- Class lectures will be same, graduate students will be given extra exercise under analytical readings and written assignments.

EVALUATION FOR STUDENTS
There will be cumulative pattern of evaluation during the semester; students will be evaluated based on the mid-term evaluation and final-term evaluation. Mid-term evaluation will constitute of two set of exercises and final term evaluation will be based on a written evaluation of objective and subjective questions.

**MID-TERM EVALUATION**

1. **Research Paper Writing:** A research essay to be written by the students
   
   **Graduates**
   
   Every enrolled graduate student will have to write two archival research essays during the semester, one during each half of the semester, the theme of the research essay will be based on the areas identified by student for the research applications inherent in the course.
   
   **Undergraduates**
   
   - Students are required to write an essay (10-12 double-spaced pages) that will be based on both library research and brief fieldwork based report studies carried for at least one (preferably South Asian/India) Scheduled Tribe community to which the student doesn’t belong. The essay will be focus on one or two closely related and comparable local/global communities based Indigenous Knowledge Systems/Conservation of Biological Diversity traditions or practices.

2. **Field based Report:** Students will be assigned a field based task where they will be visiting a reservation, or an archive or a museum and will gather the findings to write a report/analytical research based report or presentation of the same.

   **Graduates**
   
   - Under the field based report graduate students will be carrying out a field based ethnographic account/archival or museum based report. Based on this exercise they will be submitting a research report of 5000-6000 words.

   **Undergraduates**
   
   - During their field assignments undergraduate students will be required to submit a presentation online and selected students will be making classroom presentation for which they will be given extra credit.

**FINAL-TERM ASSESMENT**

Based on objective and subjective questions the evaluation will be done separately for Graduate and Under Graduate students.

**Graduate:** The FTA will be more of subjective than objective question will be 20:80 in ratio, i.e. 20% objective and 80 subjective

**Undergraduates:** The final term assessment will be both subjective and objective with equal denomination of questions 50-50.
FINAL GRADE CALCULATION: Total 1000 Marks

Graduate
- Attendance and class participation 400
- 2 Research Essays (100 marks for each) 200
- Field Research Report 200
- Final term Exam 200

Undergraduates
- Attendance and class participation 400
- 1 Research Essay 200
- Field Activity Presentation (submit online) 200
- Final term Exam 200

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<tr>
<th>Grade Range</th>
<th>Grade Letter</th>
<th>Grade Description</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>“As” are awarded for excellent to exceptional work, free of technical and stylistic errors, showing sustained thought and engagement with the material on an appropriate but impressive academic level.</td>
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<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>“Bs” are awarded for good to very good work, with some occasional errors, but nonetheless clearly indicating a good grasp of the material and assigned task.</td>
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<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>“Cs” are awarded for average to above average work, meeting minimal standards but marked with errors, and exposing gaps in student performance and/or fulfilment of the assignment.</td>
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<tr>
<td>70-76</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
<td>“Ds” are awarded for barely passing to below average work, usually riddled with errors and seriously deficient in fulfilling the assignment.</td>
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<tr>
<td>Below 59</td>
<td>F</td>
<td>are awarded for unacceptable work.</td>
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EXTRA-CREDIT: The total number of points that you can earn in this course is 1,000. However, throughout the semester, you may have opportunities (probably only one) to earn extra credit through attending event(s) relevant to the course and writing a reaction paper or report. More information about extra credit opportunities will be placed in due time on the canvas and website associated with this course.

EXPECTATIONS OF THIS COURSE
1. Attendance and class interaction is a must and students are expected to follow the attendance schedule and procedures.
2. Classroom interactions will be encouraged through regular interactive sessions, which will be subject to evaluation.
3. Plagiarism is a serious offense. If you use the work of other authors without giving them credit, you will receive a ‘0’ or F grade for the assignment and you will be reported to Academic Affairs.
COURSE MATERIALS
The course obviously has no one text to suffice the requirements of the syllabus as a beginner. Prescribed text references are available in library. After each week’s topic further readings are given which are for reference and not mandatory texts to read. During the teaching chapters of the relevant books will be provided through CANVAS. Students will be prescribed to begin with:

Graduates

Undergraduates
TEXT REFERENCES
COURSE SCHEDULE

(Course is subject to change during the semester)

Week: I & II: January, 8th, 10th, 15th and 17th

Introducing Global Trends of Human Populations since the Pre-Historic Era
- Theories of populations and migrations
- African-American-European-Asian Inter-connectedness
- Ethnic community groups

Readings

Topics of Discussion: Migrations and Urban Indigenous

Online PDF Readings: https://repositorio.cepal.org/bitstream/handle/11362/7219/1/S0700810_en.pdf
VIDEO-Global migrations: https://www.youtube.com/watch?v=CJdT6QcSbQ0
Human Genome project: https://www.youtube.com/watch?v=pyOS05GUze0

Further Readings
- Gnecco, Cristóbal, Ayala, Patricia (2011), Indigenous Peoples and Archaeology in Latin America, Left Coast Press


**Week-III: January, 22nd & 24th**

*African-American-Asian-European Trajectory of Human Settlements, Migrations and Communications*

- Nomadic and tribal cultures: definitions and classifications
- Nomads and human settlers in river valleys
- Paleolithic, Megalithic and Iron-age cultures and their interactions
- The theories of isolation, areas of community cultures

**Readings**

  READ: Part-II, Pages: 375-390

**Topics of Discussion: Nomadic and Settlers**

- Nomadism and world history:  [https://www.youtube.com/watch?v=Q_ME77BeKGE](https://www.youtube.com/watch?v=Q_ME77BeKGE)
- Nomadic societies of India/South Asia:  [https://www.youtube.com/watch?v=ErEEQxjZcw0](https://www.youtube.com/watch?v=ErEEQxjZcw0)

**Further Readings**

Week-IV: January, 29th & 31st

**Formations of States in Forest Societies In Indian Sub-Continent/South Asia**
- Areas of Isolation, relative isolation and river-valley cultures
- Republics, City States and Empire States (600 B.C. to 1200 A.D.)
- Tribal States in The South Asian Polity: Connecting Histories

**Further Readings**
- Sanjukta Das Gupta, Raj Sekhar Basu (2012), Narratives from the Margins: Aspects of Adivasi History in India, New Delhi, Primus Books. (Not available in FIU Library) (Book $25) Read pages 1-40

**Topic of Discussion: Tribal histories and narratives in India/South Asia**
- A visual art and narration…media and how we project Tribes?
- Tribal states in Central India: [https://www.youtube.com/watch?v=vakCb09n-7Q](https://www.youtube.com/watch?v=vakCb09n-7Q)
- Tribals of Chhattisgarh: [https://www.youtube.com/watch?v=sP--cl05AJs](https://www.youtube.com/watch?v=sP--cl05AJs)

**Further Readings**
- Guha, Sudeshna (2015) *Artefacts of History: Archaeology, Historiography and Indian Pasts*, New Delhi, Sage Publications-India
- Kumar Suresh Singh (1994) *The scheduled tribes*, New Delhi, Anthropological Survey of India, Oxford University Press in collaboration with the Anthropological Survey of India
MID TERM EVALUATION
Week-V: February, 5th and 7th

Research Essay and Presentations

MID TERM EVALUATION FOR GRADUATES AND UNDERGRADUATES:
Seminar Paper and Presentations
Selected students presentations

Week-VI: February, 12th and 14th
The Tribal or Forest States under Colonial Regime
- Ideas of Primitive and Forest communities
- States of The Bhils, The Gonds and The Oraon tribes in India
- Conflicts with the Empire States

Readings

Topic of discussion on Colonial State vs. Tribal States
With selected excerpts of movie inputs from
  - Mrigya (1976): https://www.youtube.com/watch?v=XvzSZTHdStQ
  - Arohan (1983): https://www.youtube.com/watch?v=iRESZvxFX8w

Further Readings
- Vidyarthi, Lalita Prasad and Binay Kumar Rai (1977) The Tribal Culture of India, New Delhi, Concept Publishing Company

Week-VII: February, 19th and 21st
The Nature of Hegemony
- Empire State Vs Imperial States
- Colonizing the autonomous and neo-colonialism
Readings


**Topic of discussion**

A discussion will be drawn on ‘autonomous and’ ‘empire’ states systems, with emphasis on ‘Tribal State and their historical significance’.

**Thematic base:** Ramachandra Guha and Madhav Gadgil, ‘State Forestry and Social Conflict in British India’, *Past & Present*, No. 123 (May, 1989), pp. 141-177 (37 pages) (Article will be provided through CANVAS)

**Further Readings**

- Murphy, Anne (2012), *Time, History and the Religious Imaginary in South Asia*, New Delhi, Routledge-India

**Week-VIII & IX: February, 26th, 28th & March, 5th & 7th**

**The New Forms of Subordination**

- Ecological colonialism
- Modernism of mechanism
- Change in Biodiversity

**Readings**

2. Edward W. Said (2014), *Orientalism*, Knopf Doubleday Publishing Group, READ Chapter 2 (Book Available in Library) (Chapter will be provided through CANVAS)

**Topic of Discussion**

- How we define and see future of IKS
  - Alfred Crosby –The Colombian Exchange

**GUEST LECTURE: Dr. Jim Riach**

**Further Readings**

- Lyman, Stanford M. (1990) Civilization: Contents, Discontents, and Malcontents and Other Essays (c), University of Arkansas Press

**Week X-XI: March, 19th, 21st 26th & 28th**

**Indigenous/Tribal vs. Nation States**

- Identities in Post-colonial Global
- Saving IKS and Biological Diversity
- Understanding H-E-R
- Challenges and Solutions
Further Readings


Topic of Panel Discussion

The other dimensions of IKS with initiated readings (Readings provided through CANVAS)

Ramchandra Guha, ‘How much a person should consume’, Sage-Vikalp


GUEST Panelists: Dr. Dennis Wiedman and Dr. Maria-Luisa Veisaga

References

- Ganguly, Rajat (2013) *Autonomy and Ethnic Conflict in South and South-East Asia*, New Delhi, Routledge-India

Week XII-XIII: April, 2nd, 4th, 9th & 11th

Indigenous, Tribal and United Nations: Identities and Issues
- Policy changes and United Nations
- Scope for Conservation of Biological Diversity (CBD) and Community Based Conservation (CBC)

Readings


Topic of discussion

*United Nations and Biological Diversity: issues and prospects*

GUEST LECTURE: TBA
Further Readings

- Brockwell, Sally and Sue O'Connor, Denis Byrne (2013) Transcending the Culture–Nature Divide in Cultural Heritage: Views from the Asia–Pacific region, NSW-Australia, ANU E Press

Week-XIV: ‘Field Based Reports and Presentation’
Selected Students Presentations

Week-XV: April, 23rd & 25th
FINAL TERM EVALUATION TEST

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