Anthropology of Indigenous Australia

Class Code
ANTH-UA 9037 – 001

Instructor Details
Petronella Vaarzon-Morel
pvm2@nyu.edu
Consultations by appointment.
Please allow at least 24 hours for your instructor to respond to your emails.

Class Details
Spring 2017

Anthropology of Indigenous Australia

Tuesday, 9:00am – 12:00pm
January 31 to May 9
Room 202
NYU Sydney Academic Centre

Prerequisites
None.

Class Description
This course offers an introduction to some of the classical and current issues in the anthropology of Indigenous Australia. The role of anthropology in the representation and governance of Indigenous life is itself an important subject for anthropological inquiry, considering that Indigenous people of Australia have long been the objects of interest and imagination by outsiders for their cultural formulations of kinship, ritual, art, gender, and politics. These representations—in feature films about them (such as Rabbit-Proof Fence and Australia), New Age Literature (such as Mutant Message Down Under), or museum exhibitions (such as in the Museum of Sydney or the Australian Museum)—are now also in dialogue with Indigenous forms of cultural production, in genres as diverse as film, television, drama, dance, art and writing. The course will explore how Aboriginal people have struggled to reproduce themselves and their traditions on their own terms, asserting their right to forms of cultural autonomy and self-determination. Through the examination of ethnographic and historical texts, films, archives and Indigenous life-writing accounts, we will consider the ways in which Aboriginalities are being challenged and constructed in contemporary Australia. The course will consist of lectures interspersed with discussions, student presentations, and films/other media; we may also have guest presenters.

Fieldtrips
There will be two required field trips; these are considered co-curricular, and are essential to your learning over the course of the semester.
Required field trips:

Week 10 (Tuesday 4 April): Tour of the First Australians Galleries, at the Australian Museum, Students will gain insights into Aboriginal and Torres Strait Islander material culture and history.

Week 12 (Tuesday 18 April): Aboriginal Heritage Tour, Royal Botanic Gardens, Sydney in
During the excursion to the Royal Botanic Gardens an Aboriginal Education Officer will introduce us to Indigenous use of plants and related cultural knowledge and practices. This field trip is in lieu of normal class time from 9.00am – 12.00pm.

The fieldtrips are considered co-curricular, and are essential to your learning over the course of the semester.

Desired Outcomes

As a result of successfully completing this course, students will be able to:

- Demonstrate understanding of the diversity of Aboriginal and Torres Strait Islander cultures and ways of being in their historical and contemporary contexts;
- Critically reflect upon, and engage in, the changing nature of ethnographic practice and the problems of attempting to represent the lives of Indigenous Australians;
- Recognise and interpret many of the different symbolic forms of self-representation Indigenous Australians use when communicating both intra-culturally and cross-culturally;
- More clearly articulate their own social, cultural, personal, and political dispositions as they reflect on their own responses to encounters with Indigenous Australia(ns); and
- Draw on this foundational knowledge to further develop the skills needed to sensitively engage cross-culturally with Indigenous Australians (and non-Indigenous Australians).

Assessment Components

Attendance, discussion, participation in class activities: 15%
Short paper (4-5 pages) Due Week 6: 20%
In-class presentation (15 minutes) and follow-up paper (4-5 pages): 30%
Final essay (8-10 pages): Due Week 15: 35%

Attendance, discussion, participation in class activities: 15%
Students are expected to do the assigned readings, attend lectures, and participate actively in class discussion.

Short paper (4-5 pages): 20% Due beginning of class, Week 6.
Topic to be advised in Week 2 when assessment criteria also will be distributed.

15-minute in-class presentation and follow up paper (4-5 pages): 30%
You will present on one selected reading for the week (in addition to the two required readings). You will be asked to summarise authors’ arguments, present major themes, relate to the required readings and raise questions for further discussion. PowerPoint support is welcome but not required. A sign-up sheet will be circulated on the first day of class. A 4-5 page paper write-up on your work is due the week following your presentation. Together, the presentation and the paper will be worth 30% of your final grade.

**Final essay (8-10 pages) written essay: 35%, Due beginning of class, Week 15.**
A list of questions and assessment criteria will be distributed in Week 11; you may also select your own topic in advance with approval from the Instructor. Approval must be gained in-person (email is not sufficient).

Written work must include appropriate citations and references (reference lists are not included in the required number of pages). It must conform to the American Anthropological Association Style Guide (AAA Style Guide), which is available on the NYU Classes site for our course. It should also follow the spelling of Aboriginal terms laid out in the short NYU Style Guide prepared for this course (adapted from the AAA Style Guide and available on the NYU Classes site).

*Failure to submit or fulfill any required course component will result in failure of the class.*

*For this course your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.*

**Assessment Expectations**

**Grade A:** Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.

**Grade B:** Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.

**Grade C:** Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.

**Grade D:** Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.

**Grade F:** Unsatisfactory performance in all assessed criteria. Work is weak, unfinished or unsubmitted.

**Grade Conversions**

This course uses the following scale of numerical equivalents to letter grades:
### Submission of Work

**Should work be submitted as a hard copy, or electronically?**

Unless otherwise specified, all written work must be submitted as a hard copy. The majority of written assignments must also be submitted electronically via NYU Classes. All in-class presentations must be completed during class time.

**Who may submit a student’s work?**

Each student’s assigned work must be handed in personally by that student. The student may not nominate another person to act on his/her behalf.

**When and where should the work be submitted?**

The hard copy of any written work must be submitted to the instructor at the beginning of class on the date the work is due. If the assignment due date falls outside of class time, work must be submitted to the Staff Member on duty in Room 2.04 during prescribed Office Hours (11:30am-12:30pm and 2:30-3:30pm Mon-Thu), or by appointment with the Academic Programs Coordinator. Each submitted item of work received in Room 2.04 will be date and time stamped in the presence of the student. Work submitted in Room 2.04 will not be considered “received” unless formally stamped.

**What is the Process for Late Submission of Work?**

After the due date, work may only be submitted under the following conditions:

- Late work, even if an extension has been granted, must be submitted in person by appointment with the Academic Programs Coordinator. Each submitted item of work must be date and time stamped in order to be considered “received”.
- Work submitted after the submission time without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late. Written work submitted beyond five weekdays after the submission date without an agreed extension receives a mark of zero, and the student is not entitled to feedback for that piece of work.
- Because failure to submit or fulfil any required course component will result in failure of the course, it is crucial for students to submit every assignment even when
it will receive a mark of zero. Early departure from the program therefore places the student at risk of failing the course.

**Plagiarism Policy**

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

**Attendance Policy**

Study abroad at Global Academic Centres is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centres is mandatory, and unexcused absences will affect students' semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are responsible for making up any work missed due to absence.

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs staff.

**Classroom Expectations**

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates' desire to learn. It is important for you to focus your full attention on the class, for the entire class period.
• Arrive to class on time.
• Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
• Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
• Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
• The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
• Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.

Diversity, Inclusion and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Sydney we are committed to creating a learning environment that:

• fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and

• promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Religious Observance

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

Provisions to students with Disabilities

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

Required Texts
It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.


**Supplemental Texts (Available in NYUS Library)**

- Nanni, Giordano and James, Andrea (2013) *Coranderrk: We will Show the Country*. Canberra: Aboriginal Studies Press.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Dates</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You, Us and Sydney</td>
<td>January</td>
<td>and Fiona Magowan (eds.), *Telling Stories: Indigenous History and Memory in Australia and New</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Zealand* (Allen &amp; Unwin), 61-79.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>In-Class Media:</strong> Excerpts <em>First Australians,</em> episode 1: “They Have Come to Stay”: Sydney &amp;</td>
</tr>
<tr>
<td>2</td>
<td>Cultural Translation, Cultural Knowledge</td>
<td>Tuesday 7</td>
<td>• Fred Myers (1991), *Pintupi Country, Pintupi Self: Sentiment, Place, and Politics Among Western</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bronislaw Malinowski (1978) [1922], <em>Argonauts of the Western Pacific</em> (Routledge), Introduction,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>111-1X.</td>
</tr>
<tr>
<td>3</td>
<td>Classical Aboriginal Society: Cosmology, People,</td>
<td>Tuesday 14</td>
<td><strong>Selected Reading for Class Presentation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of Man: Twenty Portraits by Anthropologists* (Harper &amp; Brothers Publishers), 63-100.</td>
</tr>
<tr>
<td>4</td>
<td>Aboriginal Life Worlds, Colonization and Resistance</td>
<td>Tuesday 21</td>
<td><strong>Selected Reading for Class Presentation</strong></td>
</tr>
</tbody>
</table>

**Selected Reading for Class Presentation 1.**

In-Class Media: *Coniston* Directed By: Francis Jupurrurla Kelly and David Batty

**Week 5  History: Settlement: Aboriginal Perspectives and State Policies**

**Tuesday 28 February**

**Required Reading:**

**Selected Reading for Class Presentation**

**In class reading:** Excerpts from Nanni, Giordano and James, Andrea (2013) *Coranderrk: We will Show the Country*. (Aboriginal Studies Press).

**In-Class Media:** *Freedom for Our Lifetime, First Australians series*, dir, Rachel Perkins, 60 min.

**Week 6  History: State Policies and Aboriginal Civil Rights.**

**Tuesday 7 March**

**Required Reading:**

**Selected Reading for Class Presentation 1:**

**Selected Reading for Class Presentation 2:**

**In-Class Media:** *Freedom Ride* (dirs. Rachel Perkins and Ned Lander, 55 mins, 1993)

**Assignment: Short Paper due (20%)**

**SPRING BREAK: 13 – 17 March (Week 7)**
Week 8  History: Land Rights and Self-Determination.
Tuesday 21 March

Required Reading:

Selected Reading for Class Presentation 1:

Selected Reading for Class Presentation 2:

Recommended reading:


Tuesday 28 March

Guest Lecturer: Craig Elliott

Required Reading:

Selected Reading for Class Presentation 1:

Selected Reading for Class Presentation 2:

Recommended Reading:
- Nugi Garimara (Doris Pilkington) (1996) Follow the Rabbit-Proof Fence, University of Queensland Press
- Morgan, Sally (1988), My Place, Freemantle Press.
In Class Media: *Stolen Generations*, (dir. Darlene Johnson, 52 min, 2000)


**Week 10**  
Identity: Who/What is Aboriginal?  
**Tuesday 4 April**

**Required Reading:**

**Details of required fieldtrip/excursion:** *Tour of the First Australians Galleries, at the Australian Museum*, Students will gain insights into Aboriginal and Torres Strait Islander material culture and history. We will visit the museum after the in-class media.

**In-Class Media:** Episode 1, *First Contact*, produced by Blackfella Film (Rachel Perkins and Darren Dale) for SBS 2014.

**Week 11**  
How to conceptualise and / or represent contemporary Aboriginal life  
**Tuesday 11 April**

**Required Reading:**

**Selected Reading for Class Presentation:**

**Selected Reading for Class Presentation 2:**

**Week 12**  
Indigenous relations to land: environmental knowledge, practices and issues.  
**Tuesday 18 April**

**Guest Lecturer:** Craig Elliot

**Required Reading:**

**Recommended Reading:**

Class will be a compulsory fieldtrip/excursion from 9:00am – 12:00pm today at **Royal Botanic Gardens, Sydney**.

**Details of required fieldtrip/excursion:** Aboriginal Heritage Tour, Royal Botanic Gardens, Sydney. (Duration including travel 3 hrs.) Meet at 9:00am at Entrance Gate to Royal Botanic Gardens, Art Gallery Road. This excursion is in lieu of normal class time from 9:00am – 12:00pm. During the excursion an Aboriginal Education Officer will introduce us to Indigenous use of plants and related cultural knowledge and practices.

**Week 13  Indigenous Media, Cultural Activism**

**Friday 28 April (Make-up class for ANZAC Day)**

**Required Reading:**

**Selected Reading for Class Presentation 1:**

**Selected Reading for Class Presentation 2:**

**Recommended Reading:**

In Class Media: Episode 2, *First Contact*, produced by Blackfella Film (Rachel Perkins and Darren Dale) for SBS 2014.

**Week 14  Indigenous Futures: Historical Practices and Indigenous Representations.**

**Tuesday 2 May**

**Required Reading:**
Selected Reading for Class Presentation 1:

Selected Reading for Class Presentation 2:

In-Class Media: Demonstration of Ara Irititja Digital Archive; Remembering Yayayi. Directors, Pip Deveson, Fred Myers, Ian Dunlop.

Week 15   Course Review
Tuesday 9 May

Required reading:

Assignment: Final essay due (35%)

Your Instructor

Petronella Vaarzon-Morel (M.A., Indiana University) is a sociocultural anthropologist whose interests include Indigenous relations to the land, personhood, identity, visual culture and human-animal relations. Over many years she has conducted ethnographic research with Indigenous groups in central and northern Australia for Aboriginal land and Native Title claims, and for a range of other issues in such areas as environment management, the ‘stolen generation’ and history. In collaboration with Warlpiri she co-authored the book Warlpiri Women’s Voices.

Her academic publications include articles and chapters in peer-reviewed journals and edited volumes, and she has presented papers at national and international conferences. In 2012 she was the recipient of an Anthropology of Native Title Services (ANTS) Research Fellowship, at the University of Adelaide, and in 2013 a Research Writing Placement at the Centre for Native Title Anthropology, Australian National University. She is currently a Research Associate at the University of Sydney on the project ‘Re-integrating Central Australian community cultural collections’. Her pedagogic background includes a period teaching introductory anthropology at Indiana University, Bloomington.