

## ANTH 303: INDIGENOUS CULTURES TODAY

Dr. Max Forte

office hours: Mondays, 2:00pm--5:15pm, H-1125-11

e-mail: [info@openanthropology.org](mailto:info@openanthropology.org)

### FOURTH PAPER: "Indigenous Resurgence" - Your Argument

→ value: 25% of the final course grade

→ marked out of 25 points

→ maximum of 4 pages, double-spaced, 12 pt font. (Times New Roman)

→ 1-inch margins on all sides (5 points deducted for incorrect format)

→ name on the paper, pages numbered (5 points deducted otherwise)

→ staple the pages together (lost pages will affect the grade)

→ based entirely on course readings and lectures

→ to be submitted in H-1125-11, between 5:00pm and 6:00pm, or, dropped off in the mailbox marked FORTE, Dept. of Sociology & Anthropology, any time before 5:00pm, on Tuesday, April 21

During this course, the phrase "indigenous resurgence" has been used to refer to almost anything that ran counter to early anthropological theories of indigenous extinction. However, in the process almost everything became an example of resurgence: demographic recovery, self-identification, self-determination, transnationalism, new forms of organization, more money from the state, challenges to the state, appropriating capitalism, rejecting capitalism, adapting modernity, returning to tradition, etc. The problem is that if everything is "resurgence," then nothing is resurgence.

In your paper, present your own understanding and assessment of the phenomenon we called "indigenous resurgence." Is it a useful idea? Why, or why not?

If you wish to defend the use of such terminology, then what *should* "indigenous resurgence" refer to? If you chose not to defend the value of using such terminology, then explain why.

This final paper is not meant to be neatly aligned with the final readings in the fourth section of the course. You can draw on any materials in the course. You can defend your interpretations by resorting to logic, or you can support your argument with evidence by resorting to the information we used in the course, although you will probably want a mixture of both. Therefore, the 'substantiation' component of the grade for this paper will, for the most part, be an extension of the 'argument' component (see the syllabus for a clearer explanation of what these terms mean in this context).

Your aim is to produce a fluid, well written, well organized and convincing argument, expressing what you personally think about the core idea of this course. When writing, assume that your audience consists of other people who have studied the same materials that you have. This essay is not about showing how many readings you understood and can use, but about developing your own argument, and judiciously selecting whatever is most needed and best supports your argument.

Take time to think about your essay first, then draft an outline with key points, and see if they fit together to make a coherent and interesting argument. Make sure that you have a compelling introduction that tells us where you are going with your essay, and pack your conclusion with the really vital, final statements that you need to make to bring your argument to a climax. Make sure that the first sentence of each new paragraph is a statement of a significant idea or "fact" that is central to your argument. *Proof read* your work before submitting it.

[Citations: bracket author surname, page number, at the end of a sentence for direct quotes or any information used, i.e. (Smith, 21). For lectures, no citations needed, all class material is treated as common property.]