

COURSE SYLLABUS
ANSC 135, Winter 2022
**Indigenous Peoples of Latin America:
Race, Identity, and the “Politics of Knowledge”**

Class meetings: Tu/Th 2-3:20pm
Fully Remote: Weeks 1 & 2
In-person (CSB 001) / hybrid (online) format: Week 3+

Instructor

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appointment via email)



COURSE DESCRIPTION

Indigenous peoples in the Americas have been subject to marginalization, domination, and exploitation since the arrival of Europeans to the continent the late 15th century. Yet they have also employed a wide range of strategies to resist and rework these powerful forces. This course will trace this centuries-long contestation, focusing on ways anthropological representations have affected those struggles as well as strategies of resistance and negotiation on the part of Indigenous groups on the ground. The course is organized around five overarching themes: 1) Conquest & Colonization; 2) National Identity & Belonging; 3) Strategies of Resistance & Negotiation; 4) Indigenous Knowledges & Practices; 5) Gender & Sexuality. Through the combination of conventional academic texts with an array of media (ranging from film, to blog posts, op-eds, social media, among others), we will blur binaries (traditional/modern, state/society, individual/collective, research/activism, etc.) that predominant in each of these themes. The overall aim is to center the complexity of Indigenous peoples’ experiences, knowledges, and practices throughout the region.

LEARNING OUTCOMES

By the end of the term, you will be able to:

- **Analyze the complexity of colonialism and its legacies for Indigenous Peoples situated in various contexts across the region of Latin America.** *This objective will be achieved through deep engagement with the assigned reading, in-class portfolio entries, discussion board assignments and active participation in our learning community as a class.*
- **Identify and synthesize different viewpoints and contributions to the field of Indigenous Studies from the “South”.** *This objective will be achieved by critical reading and analysis, active participation in class discussion, and completion of course assignments.*

COURSE REQUIREMENTS

Reading: You will be responsible for a substantial amount of reading in this class, which must be done *before* each class meeting that the reading is assigned on the course schedule. There will be no formal quizzes, mid-term, or final exam testing your ability to memorize or regurgitate information from the readings. Your engagement with the reading will be assessed through in class portfolio entries and built into your research prospectus project developed throughout the quarter. There is no grade percentage for the assigned reading because it is essential for all learning outcomes assessed by the other course requirements combined. Reading assignments are listed in the Course Schedule and accessed under corresponding weekly modules (A UCSD VPN will be required for accessing academic articles. If you encounter any issues accessing the articles, then e-mail me for a “hard copy” ahead of time).

“How do I read all this?!” Much of the reading comes from ethnographies, which often include descriptions of people’s behavior, customs, and values. It is not necessary to capture all the details of such readings (remember, you will not be assessed for memorizing information), but rather to get a “feel” for what the author is describing: Always read for the arguments and ideas rather than the “facts”; be able to define key terms and describe the author’s overarching argument in your own words; document your “reading voice” in the margins of the text by noting what ideas come to mind as you critically engage with the text. See this handout for more strategies for active reading and annotation:

https://docs.google.com/document/d/1JMKXjrO4hYqtGEC8dZDMGKWarDRLerw4tZY1_Plgs2k/edit?usp=sharing

Attendance and participation: “Indigenous Peoples of Latin America Portfolio” Your ability to contribute to our learning community requires regular class attendance and active participation and is therefore a critical component of the class. Each session we will discuss the most important concepts and themes covered in the assigned reading. To recall important concepts and generate reflection and discussion, each class meeting will be accompanied by a “portfolio” entry, or short free-written entry in response to an in-class prompt. At the end of each week you will be responsible for combining the two entries from each class meeting into one document and uploading them to canvas. *See instructions for uploading portfolio entries to Canvas on assignment portal.*

NOTE: Recordings of each class meeting will be uploaded to the canvas website following each class. If, due to extraneous circumstances, you are unable to attend the class meeting

synchronous meeting time, you may complete the portfolio entries as you watch the video. *Please contact the professor to let them know of any circumstances that prevent you from attending class during meeting times or from watching the course video within 36 hours of the scheduled meeting time.*

Discussion Board Assignments: In place of formal quizzes or exams, you will have five discussion board assignments that correspond to each of the course modules (see course schedule below). The objective of each discussion board assignment will be to synthesize and evaluate relevant the themes, debates, anthropological approaches, contributions, etc. of the readings by connecting them to the assigned media. The discussion board will also be a platform to share new knowledge and ideas but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other with generosity and respect. Links to media will also be available in the corresponding modules on Canvas.

“Indigenous Peoples of Latin America” Media Post. A final assignment due at the end of the quarter will take the form of an open-ended media post (blog, op-ed, short podcast episode, YouTube video, etc.) that discusses a topic of your choosing within the rubric of the course. You are encouraged to work in groups on the project and to produce a final product that you might share with the general public to educate your audience on important issues or current events by centering Indigenous experiences, knowledges, or practices.

ASSESSMENT AND GRADING DISTRIBUTION

Attendance and Participation (25% of grade)

The portfolios will serve as the basis of your participation grade and serve as a way to be accountable to yourself as well as our class learning community. Portfolios are not graded on the basis of a “right” or “wrong” answer. Rather, as they are an important tool to ensure your own active learning (by reflecting on the material as you learn new ideas), they are assessed on the basis of your own engagement with the course materials in a way that seeks to be inclusive of different learning styles. This is meant to be a free space to think in, so therefore you must demonstrate intentional thought (short half-thought-out paragraphs will be considered incomplete).

Discussion Board Assignments (50%)

Each discussion board assignment will have a semi-structured, open-ended prompt for connecting the assigned reading and media as well as engaging with your peers. A built in rubric and list of basic criteria will be included in each prompt. Discussion boards will not be assessed on the basis of a “right” or “wrong” answer but rather *active* and *thoughtful* reflection in response to the critical issues raised by the assigned course materials and our class discussions. *There are no formal quizzes or exams in this course. The five discussion board assignments are a main component of the course assessment and thus will require that you invest time and effort to complete them.*

Final Assignment (25%)

We will periodically work on the assignment over the course of the quarter and develop

guidelines and a grading rubric as a class. *There is no final exam in this course. Your final project will be due the date and time of the scheduled final.*

COURSE POLICIES

Classroom environment: In any academic environment, it is difficult to maintain full and devoted attention to complicated topics for long periods of time. In our case, this challenge is heightened by the challenges of remote format. The format of the course is designed with this in mind but can only be successful with your active effort to construct a positive and productive learning environment that we can all collectively benefit from. This implies coming to class having completed the assigned readings ahead of time, ‘tuning out’ of social media and texting, and ‘tuning in’ to our discussions in class. Your participation requires active listening and talking; please be attentive to how you balance these two activities as you engage yourself and others in class. Critiquing ideas is good; criticizing individual people is not. Even if you disagree with a particular viewpoint, you are expected to approach it with an open mind and be respectful of others at all times. If you ever find a particular issue personally uncomfortable or difficult to discuss in class, I encourage you to visit me during office hours and/or contact me via email to discuss any questions in private.

Learning community: Black feminist thinker bell hooks talks about using the classroom to create a learning community. This is a community dedicated to transforming everyone in it – teachers and students alike. It is a community that comes together to share new knowledge but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other. It is a community that takes trust and work. I want you to think of your participation in this class in terms of responsibility not simply to yourself but to a learning community. This will take time, effort, courage, and generosity – the ability to listen, the ability to talk and share, the ability to critically engage with yourself, the texts, and each other generously. Empower yourself to question. Learn to ask better questions. Challenge yourself as much as you challenge others and me.

A few principles for making a learning community:

- Time and Effort – Participation includes lots of things. First, it includes attendance. Come to class. Make use of these resources. Second, participation includes preparation. Do the readings ahead of time, come with questions. Do the assignments, let them challenge you, enjoy them.
- Courage and Generosity – Take responsibility for the learning community with courage and generosity. This means being aware of how many people have talked and allowing space for everyone to participate. Talk less if you talk a lot, try to talk more if you are shy. Listen to what others say, try to understand where they are coming from. Take risks and be willing to change. Race and racism are contentious issues that affect our lives differently. If we encounter conflict, don’t shy away. Trust we can work through it honestly, even if we disagree. Again, be willing to change.

Academic integrity: A central objective of the course is to provide you with the essential

conceptual tools to *critically* and *actively* engage a range of historical and contemporary issues related to the course. This skill will not only be crucial for your academic and professional lives, but also help you to productively engage with a range of views and complicated issues around social justice in a rapidly changing and uncertain world. Class assignments are an opportunity to practice these skills out *on your own* as you advance in your individual careers and lives. So, while you can draw from any/all of the class material and discussions for research prospectus project, you must work individually to develop each specific part of the assignment. Following university policy, I must report any instances of copying, plagiarism or cheating to the Academic Integrity Office.

Maintain Your Integrity: Even good students can be tempted to cheat. Here are some tips to help prevent this: <https://academicintegrity.ucsd.edu/take-action/covid-19-students.html>

Late Policy: Deadlines serve as a form of accountability to yourself and the course. These are not normal times, try your best and be kind to yourself. Let the instructor know if you need accommodations and to establish a clear deadline to complete the assignment to avoid points being deducted for late assignments.

Student Accommodations:* Students requesting accommodations for this course due to disability should contact me privately to make arrangements and will need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). The OSD is located in University Center, room 202, behind Center Hall. AFA letters should be presented to both the professor, and the OSD Liaison in the department, in advance, so that accommodations may be arranged.

*See Canvas course site for additional resources for remote learning, tutoring, and support of your overall well-being.

COURSE SCHEDULE

Tues. 1/4. Introductions and Course Overview

Module 1: Conquest & Colonization

Thurs. 1/6: Complicating the narratives

- Assigned Media:
 - *Throughline* podcast episode: “Tenochtitlan: A Retelling of the Conquest” (53 mins.; listen at: <https://www.npr.org/transcripts/1043792004>)
- Assigned Reading:
 - Mundy, Barbara. 2015. *The Death of Aztec Tenochtitlan, The Life of Mexico City*. Austin: University of Texas Press.
 - Chapter 7: “Place-Names in Mexico-Tenochtitlan” pp.128-168

Tues. 1/11: Debating “Decoloniality”

- Assigned Media:
 - “What do we mean by ‘Decoloniality’? A Discussion (Walter D. Mignolo, Catherine Walsh, Tink Tinker, Fernando Herrero)” [2:01:25; watch at: <https://thenewpolis.com/2021/05/03/what-do-we-mean-by-decoloniality-a-conversation/>]
 - Recommended: Part 1(0:00-1:01:19) Presentations by Walsh and Mignolo on 2018 co-authored book *On Decoloniality*
 - For class discussion: Part 2 (1:01:19-2:01:25)
- Recommended Reading:
 - Rivera Cusicanqui, Silvia. 2012. “Ch’ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization.” *The South Atlantic Quarterly* 111 (1): 95-109.
 - Quijano, Anibal. “Coloniality of Power, Eurocentrism, and Latin America.” *Nepantla: Views from South* 1.3. Durham: Duke University Press, 2000. (skim for main ideas and argument; see annotation guidelines on Canvas for what to look for/take away from the reading).

Thurs. 1/13: Spanish and Indigenous theories about Indians

- Assigned media:
 - *New books in Critical Theory*, host Marshall Poe, interview with Gonzalo Lamana (44 mins., listen on Spotify [here](#))
- Assigned reading:
 - Lamana, Gonzalo. 2019. *How “Indians” Think: Colonial Indigenous Intellectuals and the Question of Critical Race Theory*, University of Arizona Press.
 - “Introduction” pp. 3-24. (skim as you listen to podcast interview with the author). For class discussion: annotate to note conceptual framework and contributions on pp. 12-18
 - Chapter 2: “History, Race, and Grace for People Who See the World Through Whiteness” . For class discussion:
 - 1) Read closely and annotate pp.61-68
AND
 - 2) Read UNEXPECTED HISTORIES 1 (pp.68-80; assigned to last name A-K)
 - OR**
 - 3) Read UNEXPECTED HISTORIES 2 (pp. 81-97; assigned to last name L-Z)

Supplementary materials:

- Barragán, Rosana. 2012. “Los títulos de la corona de España de los Indígenas: Para una historia de las representaciones políticas, presiones y negociaciones entre Cádiz y la república liberal.” *Boletín Americanista* 2 (65): 15-37.
- Du Bois, W.E.B. 1903. “The Forethought,” and “Of Our Spiritual Strivings,” In *The Souls of Black Folk*, Global Grey (pp.1-10)

- Rivera Cusicanqui, Silvia. 2018. *Un mundo ch'ixi es posible. Ensayos desde un presente en crisis*. Buenos Aires: Tinta Limón

*****DUE: Sun. 1/16 (by 12pm) Discussion Board 1*****

Module 2: National Identity & Belonging

Tues. 1/18. Mestizaje ideology and its legacies

- Assigned media:
 - Podcast: *History of Modern Latin America* “Return of the Native” (18:55 mins., available on Spotify)
- Assigned media:
 - Eren Cervantes-Altamirano, 2017. “Understanding Mexican Nationalism and Mestizaje through the film ‘Coco’”, personal blog *Identity Crisis*, Nov. 7, available online at: <https://erenarruna.com/2017/11/27/understanding-mexican-nationalism-and-mestizaje-through-the-film-coco/>
 - Op-Ed: Oropeza, Daliri. 2021. “From the Fall of Tenochtitlán to the Mayan Train: What Does It Mean to Ask Forgiveness?” April 17. (2 min. read; available online at: <https://piedepagina.mx/from-the-fall-of-tenochtitlan-to-the-mayan-train-what-does-it-mean-to-ask-forgiveness/>)

Thurs. 1/20. Indigenismo & Anthropology

- Assigned reading:
 - Iván Degregori, Carlos, and Pablo Sandoval. 2008. “Peru: A Shared Diversity,” In *Blackwell Companion to the Anthropology of Latin America*, ed. By D. Poole, pp.150-173.

Tues. 1/25. Locating the internal enemy

- Assigned media:
 - *La Nación Clandestina*, directed by Jorge Sanjinés, 1989 (128 mins.; embedded in canvas module)
- Recommended reading:
 - Giedel, Molly. 2013. “Messing with the Enemy: Movement and Cinematic Representations of the Traitorous Intermediary in Neoliberal Bolivia.” *Latin American and Caribbean Ethnic Studies* 8 (2): 140-158.

Thurs. 1/27. Recuperating Indigenous Identities

- Assigned media:
 - Documentary short: THOA Taller de Historia Oral Andina (Documentary short, 15:01 mins.; embedded on Canvas module)

- Assigned reading:
 - Larson, Brooke. 2011. "Warisata: A Historical Footnote." *Revista XI* (1).
Published online at: <https://revista.drclas.harvard.edu/warisata/>
- Recommended reading:
 - Stephenson, Marcia. 2002. "Forging an Indigenous Counterpublic Sphere: The Taller de Historia Oral Andina in Bolivia." *Latin American Research Review* 37 (2): 99-118.

Supplementary Materials:

- Barragán, Rosanna. In *Blackwell Companion to the Anthropology of Latin America*, ed. By D. Poole, pp. 32-55. Oxford: Blackwell Publishing.
- Gotkowitz, Laura. 2007. *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880-1952*. Durham: Duke University Press.
- Postero, Nancy. 2017. *The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia*. University of California Press.
- Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press
- Hale, Charles. 2008. "Collaborative Anthropologist in Transition," In *Blackwell Companion to the Anthropology of Latin America*, ed. By D. Poole, pp. 502-518

*****DUE: Sun. 1/30 (by 12pm) Discussion Board 2*****

Module 3: Strategies of Resistance and Negotiation

Tues. 2/1. Situated Struggles:

- Assigned reading:
 - Risor, Helene, and Nancy Postero. 2018. "Fernando Pairicán on the Mapuche: indigenous organizing in the long shadow of neoliberal dictatorship." *Latin American and Caribbean Ethnic Studies*, 13 (2): 326-346. Available at (via UCSD VPN):
<https://www.tandfonline.com/doi/pdf/10.1080/17442222.2018.1510154>
- Assigned media:
 - Concha Bell, Carole. 2020. "Mapuche communities in Chile resist criminalization, encroachment." *Toward Freedom*, June 2. (2 min. read; available online at: <https://towardfreedom.org/story/mapuche-communities-in-chile-resist-criminalization-encroachment/>)
 - Oropeza, Daliri. 2021. "In Sonora, Yaqui women dismantle a gas pipeline and sell it as scrap metal." *Pie de Página*, May 14. (2 min. read, available at: <https://piedepagina.mx/in-sonora-yaqui-women-dismantle-a-gas-pipeline-and-sell-it-as-scrap-metal/>)
 - Oropeza, Daliri. 2021. "Yaqui youth, music and resistance." *Pie de Página*, May 21. (2 min. read, available online at: <https://piedepagina.mx/yaqui-youth-music>)

and-resistance/)

Thurs. 2/3. Land and Territory

- Assigned Reading:
 - Bryan, Joe. 2019 “For Nicaragua’s Indigenous Communities, Land Rights in Name Only.” *NACLA Report on the Americas*, 51 (1): 55-64. Available at (via UCSD VPN) <https://www.tandfonline.com/doi/abs/10.1080/10714839.2019.1593692>
- Assigned media:
 - Video: “Manifiesto de la Nación Qhara Qhara al Presidente Evo Morales” (5:49 mins; available at: <https://www.youtube.com/watch?v=0M2mJrKRPMc>)

Tues. 2/8. Forging New Tools:

- Assigned reading:
 - Copa Pabón, Magali Vianca, Amy Kennemore, and Elizabeth López Canela. “Negotiating Legal Pluralism and Indigenous Development: Lessons from Bolivia.” *Rutledge Handbook of Indigenous Development*. 10pps. Forthcoming.
- Assigned media:
 - Documentary: “Nación Qhara Qhara: luchas jurídicas por el autogobierno indígena.” IPDRS, July 2, 2018. (9:06 mins.; available at: <https://www.youtube.com/watch?v=ht-bvoawOx0>)

Thurs. 2/10. Dilemmas of Development & Resource Management

- Assigned reading:
 - Erazo, Juliet. 2013 “REDD: Development Opportunity or Neoliberal Threat? Indigenous Organizations Take Opposing Views.” *NACLA Report on the Americas*, April 16 (7pps.)
- Assigned media:
 - Documentary: *Habilito: Debt for Life*, produced by Chapapeado Producciones, 2012 (51:20 mins.; embedded in Canvas module)
 - Noé Mendoza. 2021. “A Mayan quest into the market economy.” Pie de Página, July 23. (2 min. read; available online at: <https://piedepagina.mx/a-mayan-quest-into-market-economy/>)

Supplementary materials:

- Hale, Charles R, 2004. Rethinking Indigenous Politics in the Era of the “Indio Permitido”. *NACLA Report on the Americas* 38(2):16-20. (Lecture)
- Postero, Nancy. 2007. *Now We are Citizens: Indigenous Politics in Postmulticultural Bolivia*. Standford University Press.
 - Chapter 5: “Forming Neoliberal Subjects: NGOS and ‘Responsible’ Self Government” pp.164-188. (Group presentation)
- Richards, Patricia, 2010. “Of Indians and Terrorists: How the State and Local Elites Construct the Mapuche in Neoliberal Multicultural Chile.” *Journal of Latin American Studies* 42(1):59-90 (31pp).

*****DUE: Sun. 2/13 (by 12pm) Discussion Board 3*****

Module 4: Indigenous Knowledges & Practices

Tues. 2/15. Indigenous *Cosmovisiones*: An Invented Tradition?

- Domínguez, Rafael, Sara Caria, and Mauricio León. 2017. "Buen Vivir: Praise, instrumentalization, and reproductive pathways of good living in Ecuador." *Latin American and Caribbean Ethnic Studies* 12 (2): 133-154. Available via UCSD VPN at: <https://www.tandfonline.com/doi/full/10.1080/17442222.2017.1325099>.

Thurs. 2/17 Collaborations and Complicities

- Kennemore, Amy, and Nancy Postero. 2021. "Collaborative ethnographic methods: dismantling the 'anthropological broom closet'?" *Latin American and Caribbean Ethnic Studies* 16 (1): 1-24. Access via UCSD VPN at: <https://www.tandfonline.com/doi/full/10.1080/17442222.2020.1721091>

Tues. 2/22. Environmental Justice

- Assigned media:
 - Film: *Texaco Tóxico*, directed by Poncho Alvarez, 2007 (40 mins.; embedded in module)
 - Blog post: McGregor, Deborah. 2021. "An Indigenous peoples' approach to climate justice." *Carbon Brief*, Oct. 8. Available at: <https://www.carbonbrief.org/guest-post-an-indigenous-peoples-approach-to-climate-justice>

Thurs. 2/24. Mutual Aid & Traditional Healing

- Assigned media:
 - Aguilar Gil, Yásnaya Elena. 2020. "Jëen pä'am, the illness of fire." *Toward Freedom*, March 27. (5 min. read; available online at: <https://towardfreedom.org/story/jeen-paam-or-the-illness-of-fire/>)
 - Zibechi, Raúl. 2020. "Latin America: Collective Solidarities and Covid-19." *Toward Freedom*, April 10. (2 min. read; available at: <https://towardfreedom.org/story/latin-america-collective-solidarities-and-covid-19/>)
 - Website: Indigenous Stories of Strength (visit: <https://indigenoustrengths.com>)
- Class discussion: We will explore examples of sharing Indigenous medicinal practices and strategies of resilience against the pandemic; Search internet ahead of our meeting and bring examples to share!

Supplementary materials:

- Hale, C. R., and R. Millamán. 2018. "Privatization of the 'Historic Debt'? Mapuche Territorial Claims and the Forest Industry in Southern Chile." *Latin American and Caribbean Ethnic Studies Special*, Issue Identity politics and indigeneity in neoliberal Chile 13 (3): 305-325
- De la Cadena, Marisol. 2010. "Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond 'Politics.'" *Cultural Anthropology* 25 (2): 334-370
- Gonzalez, Pablo Alonso and Alfredo Macías Vásquez, 2015. "An Ontological Turn in the Debate on Buen Vivir-Suma Kawsay in Ecuador: Ideology, Knowledge, and the Common." *Latin American and Caribbean Ethnic Studies* 10 (3): 315-334

- Rappaport, J. 2017. "Rethinking the Meaning of Research in Collaborative Relationships." *Collaborative Anthropologies* 9 (1-2): 1-31.
- Briones, C. 2017. "Research through Collaborative Relationships: A Middle Ground
- Briones, C., L. Cañuqueo, L. Kropff, and M. Leuman. 2007. "A Perspective from the South of the South (Patagonia, Argentina)." *Latin American and Caribbean Ethnic Studies* 2 (1): 69-91.

*****DUE: Sun. 2/27 (by 12pm) Discussion Board 4*****

Module 5: Gender & Sexuality

Tues. 3/1. Testimony and Human Rights

- Assigned media:
 - Keynote: Lynn Stephen. "Gender Violence, Specialized Courts and Guatemalan Asylum Cases in the United States." Western Washington University, Feb. 21, 2018 (1:19:21 mins; available at: https://cedar.wwu.edu/fairhaven_wif/2017-2018/2017-2018/14/)
 - Martínez, Alma. 2021. "No environmental justice without gender justice." Pie de Página, Nov. 5. (2 min. read; available online at: <https://piedepagina.mx/no-environmental-justice-without-gender-justice/>)
- Recommended reading:
 - Stephen, Lynn, 2013. *We are the Face of Oaxaca, Testimony and Social Movements*. Durham, NC: Duke University Press
 - Chapter 6: "The Women's Takeover of Media in Oaxaca: Gendered Rights 'to Speak' and 'to be Heard'" pp. 145-177

Thurs. 3/3 Intersectionality

- Assigned reading:

- Speed, Shannon. 2008. *Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas*. Stanford University Press.
 - Chapter 5. “Gendered Intersections: Collective and Individual Rights in Indigenous Women’s Experience” pp. 118-136 (Group presentation)
- Assigned media:
 - “On the Path: An Interview with Dr. Shannon Speed”, by Carolyn Conway, Oct. 14, 2020, available [here](#)
 - Oropeza, Daliri. 2021. “Zapatistas, women, and gender dissidents: on the encounter in Notre Dame des Landes.” *Pie de Página*, Aug. 18. (2 min. read; available online at: <https://piedepagina.mx/zapatistas-women-and-gender-dissidents-on-the-encounter-in-notre-dame-des-landes/>)

Tues. 3/8. Gender, Labor & the Family :

- Assigned media:
 - Film: *Roma*, Directed by Alfonso Cuarón, 2018 (2h15 min.; available on Netflix; alternate screening will be embedded in Canvas module).
 - Ruiz, María. 2021. “Feminism and sisterhood at a Mexico City Print Shop.” *Pie de Página*, March 26. Available online at: <https://piedepagina.mx/feminism-and-sisterhood-at-a-mexico-city-print-shop/>

Supplementary materials:

- Lugones, María. 2016. “The Coloniality of Gender”, In: Harcourt W. (eds.) *The Palgrave Handbook of Gender and Development*. London: Palgrave Macmillan.
- Stephen, Lynn. 2017. “Bearing Witness: Testimony in Latin American Anthropology and Related Fields.” *The Journal of Latin American and Caribbean Anthropology* 22 (1): 85-109.

Thurs. 3/10. Quarter in Review

- No assigned reading/media.
- Class Discussion: Lessons & take aways from the course

*****DUE: Sun. 3/13 (by 12pm) Discussion Board 5*****

*****DUE: Thurs. 3/17 (by 5:59pm) “Indigenous Peoples of Latin America” Media Post*****