

## **COURSE SYLLABUS**

ANSC 135, Winter 2023

### **Indigenous Peoples of Latin America: Race, Identity, and the “Politics of Knowledge”**

**Class meetings: Tu/Th 12:30-1:50pm  
Center Hall 222**

#### **Instructor:**

Dr. Amy Kennemore  
Department of Anthropology, Latin American Studies  
E-mail: [akennemore@ucsd.edu](mailto:akennemore@ucsd.edu)  
Office hours: Tues 11am-12pm (in person) Weds. 10-11am (Virtual) or by appointment  
In-person: Gildred Latin American Studies, Rm. 5  
Virtual: Zoom Meeting ID: 977 2551 5531

## **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 15<sup>th</sup> 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. Through the combination of conventional academic texts and an array of media (film, art, literature, blog posts, social media, among others), this course centers Indigenous theories and practices to interrogate the “politics of knowledge” foundational to the discipline of anthropology and to explore methods and practices for decolonizing knowledge production, inside and outside of the academy. Some questions we collectively grapple with include: How and why has knowledge about (or representations of) Indigenous peoples been produced and circulated over time? How is Indigenous knowledge produced and mobilized across different contexts? What gets produced (or dismantled) as a result? Who decides these questions?

## **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.
- Critically engage disciplinary traditions, methods, and theoretical frameworks in fields of study of Indigenous peoples of Latin America, including decolonial approaches.

- Identify questions relevant to the intellectual and political agendas of Indigenous peoples' as well as identify contributions of Indigenous theories and practices to broad fields of knowledge production.
- Make interdisciplinary connections between concepts, theories, and fields within and outside of anthropology to enable innovative discoveries that contribute to the intellectual community of anthropology, social science, and beyond.
- Communicate relevant debates and trends in anthropology and its contribution for field of Indigenous Studies in Latin America for diverse audiences.

## 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 the discussion board assignments. 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/1JMKXjrO4hYqtGEC8dZDMGKWarDRLerw4tZYl\\_Plgs2k/edit](https://docs.google.com/document/d/1JMKXjrO4hYqtGEC8dZDMGKWarDRLerw4tZYl_Plgs2k/edit)

**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. Your participation grade will largely be determined by your portfolio entries. This is not an assignment but rather an in-class activity to generate reflection. At the end of each week, you will be responsible for combining your portfolios from our Tuesday and Thursday meetings and uploading them to canvas to document your attendance and participation. *Think of portfolios as (extremely) low stakes quizzes, with the class discussion that follows serving as an immediate and extensive answer key.*

\*All meetings will be recorded. If, due to extraneous circumstances, you are unable to attend the synchronous meetings, you may complete the portfolio entries as you watch the recording of the meeting.

**Research prospectus:** A research prospectus is a formal proposal for a preliminary plan of a research project that can serve a variety of purposes (advancing your degree, applying for graduate programs or grants, etc.). Throughout the quarter, you will incrementally develop a research prospectus focused on a topic of your choosing (within the broad framework of the class). The research prospectus is based on a hypothetical, project you might develop later on in your academic career, beyond the constraints of the class. Even if you do not plan to pursue research in the field of “Indigenous peoples of Latin America,” the assignment is designed to provide you with experience exploring open-ended topics and refining research questions and situating your work in relation to that of other scholars working in your field.

You will develop the prospectus across four incremental stages over the term:

- **Part I: Annotated bibliography (due by end of week 5).** A central part of any research prospectus is a literature review that outlines key discussions or themes in a relevant body of scholarship to situates your work as in conversation with, and thus contributing to, the literature. The first stage of your research project will entail building out at least five structured annotated bibliography entries that: 1) elaborates on the background / intellectual agenda of the author; 2) summarizes main points or arguments of their work; 3) generates a “working definition” of key concepts or terms; 4) evaluates major contributions / applications of their work. Entries will be based on peer reviewed articles or book chapters from assigned reading list (or supplementary material approved by instructor) and try to incorporate discussion of outside examples to explore connecting themes across different entries. A handout for elaborating your annotated bibliography will be provided at the beginning of the quarter so you can get started.
- **Part II: Introduction & Literature Review (Due by end of week 7).** A compelling introduction not only presents a clear research problem but also discusses how and why the problem is relevant and compelling (within your field of study as well as for those with whom you plan to conduct research). For Part II of the research prospectus you will elaborate a semi-structured essay (3-4 well developed paragraphs) that introduces your topic, establishes a clear research problem and situates your work in relation to relevant scholarly conversations or debates. Part II will build on central themes you identified in your annotated bibliography. A handout for elaborating your introduction and in-class workshops will help you develop this part of the prospectus.
- **Part III: Research Design (Due by end of week 9).** The research design is where you elaborate research questions and hypothesis of potential answers as well as outline your general research plan (where, when, and how the research will be conducted, with whom, as well as your plan for analyzing the data). A good research design also includes a short paragraph about why your research design is the most suited approach for addressing your specific research questions. Your initial research design will be a “working draft” (3-4 paragraphs) that will serve as the basis for an in-class workshop during week 10 and that you will build on for your final prospectus (due by the end of the term).
- **Final Research Prospectus (Due by end of finals week).** The final research prospectus is a revised version that revises and combines all three parts of the Research Design. The final prospectus will follow a specific format for presenting the main elements of the prospectus and entail 8-9 well-refined, concise paragraphs based on a combination of part II and part III as well as any peer feedback. In addition to generating your own ideas for

research related to complex issues between the politics and agendas of Indigenous Peoples of Latin American and the ways in which they have been studied, this last step of the assignment will serve as practice for developing your own research proposals as you advance in your academic careers.

## **ASSESSMENT AND GRADING DISTRIBUTION**

### **Attendance and Participation (30% of grade)**

Portfolios offer a system of accountability while also allowing for a fair and uniform system to accommodate for different needs throughout the term. They will not be graded on the basis of a "right" or "wrong" answer but rather the extent that your entry demonstrates *active* and *thoughtful* reflection in response to the portfolio prompt given during the allotted class time. There is no set word limit for portfolios (we all think and learn differently!). Your portfolio entries are confidential and meant to generate reflection and dialogue in class; you are encouraged *but not required* to share your ideas in class to receive a participation grade.

- Instructions for uploading weekly portfolio entries to canvas: Your entries can be typed or hand-written. At the end of each week you will be responsible for combining the two entries (one from each of the T/Th lecture meetings) into one document and uploading them to canvas (see the "portfolio entry" tab at the end of each weekly module. Upload your document as a Word .doc or a file containing legible] images of handwritten entries (please convert images to a single .pdf file and/or contact instructor with requests for file format).

*All meetings will be recorded.* If, due to extraneous circumstances, you are unable to attend the synchronous meetings, you may complete the portfolio entries as you watch the recording of the meeting.

### **Research prospectus (Parts I-III + Final Prospectus combined toward 70% of final grade)**

This assignment is the most aspirational, as you will be imagining a future research project without prior fieldwork or knowledge of what such research might entail. For this reason, the readings from class will serve as our guide, offering a lens into a wide array of anthropological approaches that you will draw inspiration from to formulate your research prospectus.

**Each stage of the assignment will be broken down as follows:**

**Part I. Annotated bibliography (25%)**

**Part II. Introduction & Literature Review (20%)**

**Part III. Research Design (15%)**

**Final Prospectus (10%)**

Assessment will not be based on the extent to which you might viably carry out your research plan but rather thoughtful engagement with the assigned materials across the different stages of the project. Grading rubrics will be provided for each stage of the project and time will be designated during class meetings to discuss ideas for each part as well and get peer feedback. While you may spend some additional time exploring relevant topics to elaborate ideas, you will

not be required to conduct outside research to complete the research prospectus. *There are no formal quizzes or exams in this course. The different stages of the research prospectus are the main component of the course assessment and thus will require that you invest time and effort to complete them.*

## COURSE POLICIES

### **Attendance:**

- In person v. remote attendance: Remote, synchronous attendance is allowed but not recommended. Why? Our learning community is based on dialogue, and it is difficult to hear everyone in the classroom on zoom (and vice versa). *Please get in touch with the instructor if you plan to regularly attend class remotely so we can discuss strategies for you to get the most out of this class.*
- Occasional Absences: All meetings will be recorded and made available on canvas by the end of the day. If, due to extraneous circumstances, you are unable to attend a class you can "make-up" your participation grade by watching the video and completing the portfolio prompt during the allotted class time. *You do not need to check in if you miss an occasional class, so long as you watch the recording and submit your portfolios by the end of the week.*
- Regular Absenteeism: We acknowledge that there may be very valid reasons and/or unexpected situations may arise that might prevent you from regularly "live" attending class meetings. *Please contact the instructor via email to let them know of any circumstances that prevent you from regularly attending class in person.*

**Canvas:** All class materials, including assigned readings and media, discussion board prompts, zoom recordings, and additional session materials will be available on canvas via weekly modules that closely follow the course schedule. The modules provide a weekly overview, reading summaries and annotation guidelines, embedded lecture videos, and links to assigned media for the discussion boards. *It is highly recommended that you navigate the course following the modules tab to access all course materials and complete assignments as we progress through the quarter.*

**Classroom environment:** In any academic environment, it is difficult to maintain full and devoted attention to complicated topics for long periods of time. 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. This entails doing the readings before watching lecture videos and actively watching or listening to assigned media to make connections on your own. During synchronous/in-person meetings your participation will require active listening and engagement with others' ideas. *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. The topics we will cover in class represent a wide range of personal and political positions about difference that are highly debated, and thus may touch upon particularly sensitive issues. 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.

**UCSD Community Policy:** The Diversity, Equality, and Inclusion Requirement (why you are here!) is governed by UCSD's Principles of Community, which establish the guidelines for this course:

- We value each member of the UC San Diego community for his or her individual and unique talents and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political

beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.

- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

We are committed to the enforcement of policies that promote the fulfillment of these principles.

**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:** In general, our role is to help you get the most out of the class. To do so, you must maintain an open line of communication with us to be able to best support you according to your individual circumstances. If for extraneous circumstances you miss class meetings or are unable to meet the deadline for class assignments, please fill out the “late submission petition form” (available under the “Class Policies” tab on the Canvas course homepage). After submitting the form, you must notify your TA via email of your request to arrange for any accommodations and set a new due date. Failure to submit the late submission petition before the due date will result in automatic deduction of points.\*

*\*All deadlines are flexible within 24 hours of set day and time. To maintain a system of accountability to both yourself and to the class, we will implement a strict policy of automatically deducting ½ off of points each day beyond the 48-hour flexibility window.*

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

## COURSE SCHEDULE

### Module 1: Counterstorytelling Conquest & Colonization

#### Week 1. Surveying the “Politics of Knowledge”

##### Tues. Introductions and Course Overview

- No assigned materials (see Thursday to read ahead)

##### Thurs. Rethinking conquest

- Assigned materials:
  - Podcast: *Throughline* podcast episode: “Tenochtitlan: A Retelling of the Conquest” (53 mins.; listen at: <https://www.npr.org/transcripts/1043792004>)
  - Reading (8pp.): Nancy Egan, 2022. “Colonial Potosí: Setting the Stage for Global Capitalist Development,” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 279-287.

#### Week 2

##### Tues. Spanish and Indigenous theories about Indians

- Assigned materials:
  - Podcast interview: *New books in Critical Theory*, host Marshall Poe, interview with Gonzalo Lamana (44 mins., listen on Spotify [here](#))
  - Reading: Lamana, Gonzalo. 2019. *How “Indians” Think: Colonial Indigenous Intellectuals and the Question of Critical Race Theory*, University of Arizona Press.
  - Skim: “Introduction” pp. 3-24. (recommended to complement podcast interview with the author).
  - Assigned: Chapter 2: “History, Race, and Grace for People Who See the World Through Whiteness.” (selected excerpts)

##### Thurs. Storytelling Conquest

- Assigned materials:
  - Film: *Tambien la Lluvia [Even the Rain]*, 2010, directed by Icíar Bollaín. (1:38:31 mins.), available on Netflix with English subtitles, link to free YouTube screening and English subtitle instructions will be provided on canvas.

Supplementary materials:

- Rivera Cusicanqui, Silvia. [2010] 2020. *Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization*, translated by Molly Geidel. Polity Press.

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

## Module 2: Identity & Belonging

### Week 3

#### **Tues. Mestizaje**

- Assigned materials:
  - Film: *María Candelaria*, 1943. Directed by Emilio Fernández Romo. Available at: <https://www.youtube.com/watch?v=P0i-yu87FkA> (see canvas instructions for generating English subtitles)
  - Excerpt: Federico Navarrete, “The Myth of Mestizaje” (excerpt from *México racista. Una denuncia*, 2016, translated by Ellen Jones, *Los Angeles Review of Books*, November 27, 2020 available online <https://lareviewofbooks.org/article/the-myth-of-mestizaje/>)
  - Blog: 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/>

#### **Thurs. Anthropology and the Nation-State**

- Assigned materials:
  - Reading (22 pp.) Nahman Sittón, Salomón. 2008. “Mexico: Anthropology and the Nation-State.” In *A Companion to Latin American Anthropology*, edited by Deborah Poole, Blackwell: 128-150.

### Week 4

#### **Tues. “Indigenous Problem” & development**

- Assigned materials
  - Reading (9 pp.) Millaman, Rosamel, 2022. “Mapuche Disagreements with Development: A Critical Perspective: from Local Spaces.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 288-297.

- Larson, Brooke. 2011. "Warisata: A Historical Footnote." *Revista XI* (1). Published online at: <https://revista.drclas.harvard.edu/warisata/>

### **Thurs. Unsettling identities**

- Assigned materials
  - Film: *La Nación Clandestina*, directed by Jorge Sanjinés, 1989 (128 mins.; link embedded in canvas module)

### Supplementary Materials:

- Podcast: *History of Modern Latin America* "Return of the Native" (18:55 mins., available on Spotify)
- Film: *Yawar Mallku Blood Of The Condor*, 1969, directed by Jorge Sanjinés, available w/ English subtitles at: <https://archive.org/details/yawar-mallku-blood-of-the-condor-sub-english-1969>
- 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.
- 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.
- Stephenson, Marcia. 2002. "Forging an Indigenous Counterpublic Sphere: The Taller de Historia Oral Andina in Bolivia." *Latin American Research Review* 37 (2): 99-118.
- 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.
- Gotkowitz, Laura. 2007. *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880-1952*. Durham: Duke University Press.

## **Module 3: Decolonizing States & Paradigms**

### **Week 5**

### **Tues. Indigenous Social Movements**

- Assigned materials:
  - Documentary (24 mins.) *Columbus Didn't Discover Us*, 1985. Concord Media. Available at: <https://vimeo.com/ondemand/columbusdidntdiscoverus>. (free "screening" will be posted on canvas).
  - Reading (8pp.): Itzamn, Ollantay. 2022. "Towards a Plurinational State of Guatemala." In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 74-82.

### **Thurs. Solutions**

- Assigned materials:

- Reading (8pp.): Stephen, Lynn, 2022. “Reconceptualizing Gendered Violence: Indigenous Women’s Life Projects and Solutions.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 162-170.
- Reading (9pp.): Mateos Cortés Laura Selene, and Gunther Dietz, 2022. “Indigenous Youth in Intercultural Universities: New Sites of Knowledge Production and Leadership Training in Mexico and Latin America” .” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 468-478.

**\*\*\*DUE: Annotated Bibliography, SAT. BY 4:59 PM\*\*\***

## Week 6

### Tuesday. Collaborative research

- Assigned reading:
  - 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>
- Workshop- Part 1. Writing a concise literature review.

### Thursday. Negotiating Indigeneity

- Assigned reading
  - Postero, Nancy. 2013. “Introduction: Negotiating Indigeneity,” *Latin American and Caribbean Ethnic Studies*, 8:2, 107-121 (we will read as model for identifying themes and debates in literature; see Canvas for guidelines)
- Workshop – Part 2. Writing a concise literature review

### Supplementary materials:

- Lugones, María. 2016. “The Coloniality of Gender”, In: Harcourt W. (eds.) *The Palgrave Handbook of Gender and Development*. London: Palgrave Macmillan
- Fabricant, Nicole, and Nancy Postero. 2017. “The Indigenous Studies Turn.” In *New Approaches to Latin American Studies*, edited by Juan Poblete. London: Routledge, pp. 128-144.
- Rappaport, J. 2017. “Rethinking the Meaning of Research in Collaborative Relationships.” *Collaborative Anthropologies* 9 (1–2): 1–31.
- 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.
- 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.

## Module 4. “New Directions”

## **Week 7. Natural Resource Conflicts & Environmental Justice**

### **Tues. Environmental**

- Assigned materials:
  - Film: *Texaco Tóxico*, directed by Poncho Alvarez, 2007 (40 mins.; embedded in module)

### **Thurs. Mitigating Trade-offs of Development**

- Assigned materials:
  - Reading (7pp.): Erazo, Juliet. 2013 “REDD: Development Opportunity or Neoliberal Threat? Indigenous Organizations Take Opposing Views.” *NACLA Report on the Americas*, April 16.
  - 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>
  - 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:

- Documentary: *Habilito: Debt for Life*, produced by Chapapeado Producciones, 2012 (51:20 mins.; embedded in Canvas module)
- 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.

**\*\*\*DUE: PART II: Intro & Lit Review, by Sat. 4:49pm\*\*\***

## **Week 8. Territorial Rights & Autonomy**

### **Tues. Limits of rights & recognition**

- Assigned materials:
  - Reading (7pp.): Flemme, Riccarda. 2022. “The Implementation Paradox: Ambiguities of Prior Consultation and Free, Prior, and Informed Consent (FPIC) for Indigenous Peoples’ Agency in Resource Extraction in Latin America.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 181-189.
  - Reading (7pp.): Bryan, Joe, and Kaido Cruz, 2022. “Development and Territorial Control,” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 228-236.

### **Thurs. Indigenous Legal Activism**

- Assigned materials:

- Reading (pp.): Copa Pabón, Magali Vianca, Amy Kennemore, and Elizabeth López Canela. 2022 “Negotiating Legal Pluralism and Indigenous Development: Lessons from Bolivia.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 123-133.
- Video: “Manifesto de la Nación Qhara Qhara al Presidente Evo Morales” (5:49 mins; available at: <https://www.youtube.com/watch?v=0M2mJrKRPMc>)

**Recommended:**

- 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>)
- 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).
- Bryan, Joe. 2019 “For Nicaragua’s Indigenous Communities, Land Rights in Name Only.” NACLA Report on the Americas, 51 (1): 55-64.

### Week 9 Gender & Sexuality

#### **Tuesday. Coloniality of Gender**

- Assigned materials
  - Film (1h 31m): Nudo mixteco, 2021, directed by Ángeles Cruz. Available on Hulu (“screening” will be posted on Cavnas)

#### **Thursday. Feminist Decolonial Perspectives**

- Assigned materials:
  - Reading (9 pp.): Sieder, Rachel. 2022. “Maya K’iche’ Community Responses to Gender Violence in Santa Cruz del Quiché, Guatemala.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 152-161.
  - Reading (7 pp.): Velasco, Vicky, and Mariana Mora, 2022. “The Struggles of Tseltal Women and Caring for the Earth: Reflections on Sustaining Life-Existence in Times of the Pandemic.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 65-73.

**Recommended:**

- Speed, Shannon. 2008. Rights in Rebellion: Indigenous Struggle and Human Rights in Chiapas. Stanford University Press.
- “On the Path: An Interview with Dr. Shannon Speed”, by Carolyn Conway, Oct. 14, 2020, available [here](#)

**\*\*\*DUE: PART III: Research Design, Sat. by 4:49 pm \*\*\***

### Week 10 Ecotourism & Migration

**Tuesday. Trade-offs**

- Assigned materials:
  - Reading (8pps.): Córdoba Azcárate, Matilde. 2022. “Ser Camaleón: Indigenous Community-Based Tourism for Emancipatory Futures.” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp.
  - Reading (7 pps.): De la Torre Amaguana, Luz María. 2022. “From Runas to Universal Travelers: The Case of the Kichwa Nationality-Otavalo Pueblo. A Liberating Experience of Development” In *The Routledge Handbook of Indigenous Development*, coord. by Nancy Postero. London: Routledge, pp. 353-360.

**Thursday. Final Meeting**

- Research Prospectus workshop

**\*\*\*DUE: Final Research Prospectus, by end of finals week \*\*\***