

HISTORY 3750
INDIGENOUS PEOPLES IN MODERN LATIN AMERICA
WINTER 2019

Professor Julie A. Gibbings
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Office Hours: Tuesdays, 2:30-3:30pm or by appointment
Class: T/TH: 11:30-12:45pm

Course Description:

Since the 1970s, much of Spanish America like North America has witnessed the rise of indigenous revitalization movements, that have drawn upon international human rights discourses to make demands from nation-states for the recognition of their rights to territory, cultural difference, and political autonomy as "First Peoples." These movements have gained a great deal of visibility as evident in accords such as the International Labor Organizations' Convention No. 169, which details indigenous and tribal rights. Indigenous movements have also emerged precisely at a historical moment when more established movements based on class have declined throughout the hemisphere. This course traces these developments through the study of Native-state relations in Spanish America in the postcolonial period, using them to study the role of race in these societies. Over the course of this semester we will explore the conflicted meanings and practices of citizenship and nation in the region and how the silencing of indigenous histories of expropriation and exclusion, as well as ongoing struggles for restitution and recognition, have left colonial traces in even the seemingly most progressive national and revolutionary projects. Given the vastness of this topic, this course will be geographically selective, focusing on three contrasting countries: Mexico, Guatemala, and Chile.

Course Requirements:

This course is writing and reading intensive, and requires you to combine critical reading of primary and secondary sources with synthetic discussion and writing skills that challenge you to interpret the course materials independently, forming your own arguments and understandings of the narratives and events presented by the course.

Grading Breakdown:

- Two Essays, 8-10 pages in length: 40% (20% each)
- Essay Drafts: 5% (2.5% each)
- Weekly Reading Responses: 10% (1% each)
- Participation in Class Discussions: 15%
- Final Take Home Exam, 8-10 pages: 30%

Unit Essays: You will write two essays in this course. In your essays, you will be asked to develop an analytical argument from a set of questions, scenarios, or debates that I will give to

you at the end of each unit. Your essays will be based on materials from this course including readings, lectures and discussions.

Paper Drafts: We will engage in in-class peer-review of essay drafts. After the peer-review, you will have a week to polish and revise your essay. This is a crucial exercise in the development of writing skills. Please note that essay drafts are graded on a pass/fail basis and you must submit a complete draft of your paper to me *and* participate in the in-class peer-review exercise in order to receive a pass. Outlines of papers do not count as drafts.

Paper Submission: Following History Department procedure, in addition to handing in a hard-copy of all written assignments, students are required to submit a copy of the paper electronically through UMLearn (as a word document). The file name for the document should be as follows: SURNAME Given name Assign # HIST 3750

Discussion Participation and Weekly Responses: Each week, we will set aside most of Thursday's class to discuss the readings in a guided, seminar-like format. Detailed rubrics for your participation grade will be decided upon in class and distributed. In addition to your weekly participation, you must submit a reading response to the course webpage on UM Learn. Reading responses are due by midnight each Wednesday. Because life sometimes unfolds unexpectedly, you may take a "free pass" on your weekly reading response and class participation once during the semester. After your free pass, please talk to me if you miss more classes or are unable to submit a write-up.

Final Take-Home Exam: At the end of this course, you will write an 8-10 page paper focusing on material from the last unit, but also drawing comparisons to both Mexico and Guatemala. You will be provided with questions for this paper at the end of the semester.

*You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of **March 20th, 2019**.

*Please approach me with any grade appeals or concerns as soon as possible. It is university policy that "*Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.*"

Grading Scale:

A+ 85-100%	C+ 65-69%
A 80-84%	C 60-64%
B+ 75-79%	D 50-59%
B 70-74%	F 0-49%

Course Policies

* I have a zero tolerance policy towards plagiarism and other forms of cheating. Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

*If you would like your course work from the end of the semester please collect it early in the following semester. *“Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.”*

*Email: Please reserve email for quick, one-word-answer type questions only. A face-to-face conversation is more productive for substantive questions about course content, deadlines, concerns, etc. In these cases, we can talk before or after class, during my regular office hours or by appointment. Please allow for 24 hours for me to respond to email. I do not check my work email on the weekends.

*Office hours: I strongly encourage you to come by my office. You do not necessarily need a reason to visit my office hours. If my regular office hours do not work for you, we can schedule another time to meet.

Technology offers us many exciting resources for learning. However, unless we use laptops in specific exercises, research suggests that we benefit more from using them outside than inside the classroom. A recent study from psychologists at York University concludes that students who use laptops in classrooms do “11% worse on comprehension tests” than those who did not, while those who could see a neighbor’s laptop screen fared 17% worse on tests than students who could not.* This disadvantage equals one to two whole letter grades. Yikes! The researchers concluded that we often overestimate our capacity to effectively multitask and laptops unintentionally distract those around us. Therefore, to promote a productive learning environment, laptops will not be allowed in lecture or discussion. Finally, all cell phones and other devices must be turned off or silenced and stored away for the duration of class.

***Please Note:** Requests for exemptions to this policy, for any reason, are dealt with on a case-by-case basis. Please talk to me if you would like an exemption.

*Faria Sana, Tina Weston, Nicholas J. Cepeda, “Laptop multitasking hinders classroom

learning for both users and nearby peers,” *Computers & Education*, Volume 62, March 2013, Pages 24-31.

*Late Papers: Please contact me at least 48 hours in advance of the essay due date in order to receive an extension. All requests made for the 48-hour deadline are granted. Normally extensions are for one week. I will not grant extensions after the 48-hour deadline (except under the most exceptional circumstances). Late papers will receive a penalty of 2.5% each day they are overdue. For example, if the paper is due on Tuesday and you submit it on Friday, even if you wrote a paper that received 80% (an “A” paper), you would receive a grade of 72.5% (a “B” paper). All requests for extensions must be made via email before the 48-hour deadline, even if a previous verbal request was made.

*Rewrites: You may rewrite your essay without penalty. Any late penalties on the original submission, however, apply to the rewrite. First, however, I would like the opportunity to meet with you to discuss your essay. All rewrites must be substantive and incorporate suggestions made to the original submission.

*Copying course materials: Lectures in this course are copyright of the professor. Please do not record or distribute lecture materials to individuals not registered in this class without my consent. Sharing notes with another student in this class is not only allowed, but also encouraged.

*All course work, including rewrites, must be submitted by the last day of classes.

Student resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/). The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. More information about scheduling etc TBA.

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Cody Fullerton, tailored just for you! They are available on the Libraries page at this link:

<http://libguides.lib.umanitoba.ca/content.php?pid=219304>

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com.

Readings (available at the UM Bookstore):

Daniel Wilkinson, *Silence on the Mountain: Stories of Terror, Betrayal, and Forgetting in Guatemala* (Durham and London: Duke University Press, 2011)

Florencia Mallon, *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906-2001* (Durham and London: Duke University Press, 2005)

Other readings are available on UM Learn

Course Outline

Week 1: January 8th and 10th: Introduction and Revolution, Indigenous Peripheries, and the Consolidation of the Mexican Postcolonial State, 1880-1917.

Readings:

Christine Bueno, "Teotihuacán: Showcase for the Centennial" *Holiday in Mexico: Critical Reflections on Tourism and Tourist Encounters* ed. Dina Berger and Andrew Grant Wood (Durham and London: Duke University Press, 2009) 54-76.

Paul K. Eiss, "Deconstructing Indians, Reconstructing *Patria*: Indigenous Education in Yucatan the *Porfiriato* to the Mexican Revolution," *Journal of Latin American Anthropology*, vol. 9, no. 1 (2004), 119-150.

*No reading response due this week.

Week 2: January 15th and 17th: The Golden Age of the Mexican Revolution 1917-1968

Readings:

Jan Rus, "The 'Comunidad Revolucionario Institucional': The Subversion of Native Government in Highland Chiapas, 1936-1968," *Everyday Forms of State Formation: Revolution and Negotiation of Rule in Modern Mexico*, ed. Gilbert M. Joseph and Daniel Nugent (Durham and London: Duke University Press, 1994) 265-300.

Alexander Dawson, "From Models for the Nation to Model Citizens: *Indigenismo* and the 'Revindication' of the Mexican Indian, 1920-40," *Journal of Latin American Studies*, vol. 30, no. 2 (1998), 279-308.

Document: José Vasconcelos, "The Cosmic Race" *The Mexico Reader: History, Culture, Politics*, ed. Gilbert Joseph and Timothy J. Henderson (Durham and London: Duke University Press, 2002) 15-19.

*January 15th: Professor giving an invited lecture at the University of Edinburgh, Professor Jorge Nallín will be giving the class lecture.

Week 3: January 22nd and 24th: The Golden Age Comes Undone, 1968-1994

Readings:

Jan Rus and George A. Collier "A Generation of Crisis in the Central Highlands of Chiapas: The Cases of Chamula and Zinacantán, 1974-2000" *Maya Lives, Maya Utopias: The Indigenous Peoples of Chiapas and the Zapatista Rebellion*, ed Jan Rus, Rosalva Aída Hernández Castillo, and Shannan L. Mattiace (Lanham and Boulder: Rowman & Littlefield Publishers, 2003) 33-62.

A.S. Dillingham, "Indigenismo Occupied: Indigenous Youth and Mexico's Democratic Opening (1968-1975)," *The Americas*, no. 72, 4 (2015), 549-582.

Dossier on Roma: <http://reframe.sussex.ac.uk/mediatico/2018/12/24/special-dossier-on-roma-watching-roma-in-mexico-city>

* Watching the new film (2018), by award-winning director, Alfonso Cuarón, *Roma*, available on Netflix.

Week 4: January 29th and 30th: The End of the Mexican Revolution: Chiapas to Drug Cartels, 1994-2019

Readings:

Lynn Stephen and George A. Collier "Reconfiguring Ethnicity, Identity and Citizenship in the Wake of the Zapatista Rebellion" *Journal of Latin American Anthropology* 3:1 (1997) 2-13

Documents: EZLN "Demands at the Dialogue Table"; Subcomandante Marcos "The Long Journey from Despair to Hope" and Marián Peres Tsu "A Tzotzil Chronicle of the Zapatista Uprising" *The Mexico Reader*, ed. Gilbert Joseph and Timothy J. Henderson

(Durham and London: Duke University Press, 2002) 638-45, 646-54, and 655-69.
Film: *The Sixth Sun* (Documentary Film by Saul Landau)

Unit II: Guatemala

Week 5: February 5th and 7th: Liberal Authoritarianism, Racial Whitening, and Indigenous Nationalism 1871-1944

Readings: Daniel Wilkinson, *Silence on the Mountain*, pgs. 3-79.

Document: Miguel Angel Asturias, *Guatemalan Sociology: The Social Problem of the Indian*, Translated by Maureen Ahern and Introduction by Richard J. Callan (Tempe, Arizona: Arizona State University, 1977).

Documentary: Uli Stelzner, "The Civilizers: The Germans in Guatemala" (1998)

Week 6: February 12th and 14th: Race, Class, and Revolution, 1944-1954

Readings: Wilkinson, *Silence on the Mountain*, pgs. 86-189.

Greg Grandin, "Everyday Forms of State Decomposition: Quetzaltenango, Guatemala, 1954," *Bulletin of Latin American Research*, 19 (2000), pp. 303-320.

*Draft of Unit I Essay due in class on February 14th

Winter Break February 18th-22nd

Week 7: February 26th and 28th: Internal Colonialism, Leftist Insurgency, and Military Dictatorship, 1954-1996

Readings: Wilkinson, *Silence on the Mountain*, pgs. 196-306

Victor Montejo, *Voices from Exile: Violence and Survival in Modern Maya History* (Oklahoma: University of Oklahoma Press, 1999), 3-25; 82-104.

Document: "Declaration of Iximché" *The Guatemalan Reader* (Durham: Duke University Press, 2003), 349-351.

*Essay Unit I due February 28th

Week 8: March 5th and 7th: Neoliberal Multiculturalism, Maya Cultural Activism and the Post-Peace State, 1996-2015

Readings: Wilkinson, *Silence on the Mountain*, pgs. 307-359.

Santiago Bastos and Manuela Camus, "Difficult Complementarity: Relations between the Mayan and Revolutionary Movements," in *War by Other Means: Aftermath in Post-Genocide Guatemala*, edited by Diane M. Nelson and Carlota McAllister, (Durham: Duke University Press, 2013), 71-92.

Irmalicia Velásquez Nimatuj, "'A Dignified Community Where We Can Live': Violence, Law, and Debt in Nueva Cajolá's Struggle for Land," in *War by Other Means: Aftermath in Post-Genocide Guatemala* (Durham: Duke University Press, 2013), 170-194.

Unit III: Chile

Week 9: March 12th and 14th: Frontier War and the Limits of the Compromise State, 1880-

1940

Readings: Florencia Mallon, *Courage Tastes of Blood: The Mapuche Community of Nicolás Ailío and the Chilean State, 1906-2001* (Durham and London: Duke University Press, 2005) 1-61.

Joanna Crow. "Negotiating Inclusion in the Nation: Mapuche Intellectuals and the Chilean State," *Latin American and Caribbean Ethnic Studies* 5:2 (2010): 131-152.

Document: Pascual Coña "A Mapuche Chieftain Remembers 'Pacification'" *The Chile Reader*, 205-209.

Week 10: March 19th and 21st: From Popular Front to Popular Unity 1940-1973

Readings: Florencia Mallon, *Courage Tastes of Blood* pgs. 62-135

Documents: Pablo Neruda, "Alturas de Macchu Picchu/The Heights of Macchu Picchu" *The Essential Neruda: Selected Poems*: ed/trans. Mark Eisner (New York: Grove Press) 68-93.

"The Mapuche Land Takeover at Rucalán: Interviews with Peasants and Landowners" *The Chile Reader*, 386-392.

* Draft of Unit II Essay Due in class March 21st

* March 20th: Last day for voluntary withdrawal

Week 11: March 26th and 28th: Unraveling the Compromise State, 1973-1992

Readings: Florencia Mallon, *Courage Tastes of Blood*, pgs. 136-183.

Scott D. Crago, "Perquenco's Traveling Guitarists and the Administrative Inconsistencies of the Pinochet Dictatorship's Indigenous Policies," *Journal of Latin American Studies*, vol. 50, no. 1 (2018), 59-86.

*Essay Unit II Due March 28th

Week 12: April 2nd: Indigenous Revitalization and Market Growth, 1992-2019

Readings: Florencia Mallon, *Courage Tastes of Blood*, pgs. 184-248.

Diane Haughney, "Defending Territory, Demanding Participation: Mapuche Struggles in Chile," *Latin American Perspectives*, vol. 39, no. 4 (2012), 201-217.

Document: Elicura Chilualiaf, "The Mapuche Nation and the Chilean Nation," *The Chile Reader*, 568-574.

*No class April 4th and 9th: Professor is an invited International Visiting Scholar at another institution. Students working on final papers.