

Seminar in Indigenous Political Movements in Latin America Geography 700

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Office Hours: Tuesdays, 1:00-3:00
or by appointment

Course Overview

Indigenous peoples form a sizable and well-organized minority in many Latin American countries, such as Ecuador, Peru, Mexico, Colombia and Chile, and represent a majority of the population in Bolivia and Guatemala. Though indigenous peoples' political and cultural movements have gained international visibility in recent years – most notably through the Zapatista uprising in Mexico, and the eco-politics of some Amazonian groups such as the Kayapó – indigenous mobilization has deep historical roots in the experience of conquest, colonization and state formation. This seminar will examine indigenous peoples' social movements in Latin America. We will evaluate the intellectual roots of these movements and the political, economic and cultural gains achieved by indigenous peoples during the past 30 years, and will consider the challenges and limitations that these movements face in a rapidly globalizing world.

There are many things that this seminar does *not* do: it does not provide a country-by-country or group-by-group accounting of indigenous movements in Latin America. As a result, some important indigenous movements receive little or no attention. Notably absent is in-depth consideration of political mobilization among the Mapuche peoples of Chile, and Brazil's Amazonian indigenous groups. Similarly, little attention is paid to the Zapatista movement – an icon of indigenous mobilization, and perhaps the most celebrated social movement in contemporary Latin America. Rather, this seminar considers cross-cutting themes shared by indigenous movements throughout Latin America, such as relations with the state, representations of ethnic identity, organizational strategies, and resource and territorial struggles. Thus, the course focuses on common issues and problems, while recognizing the tremendous diversity between and within indigenous peoples and their political movements in Latin America. Empirically, the seminar focuses on those regions with the highest concentrations of indigenous population: Mesoamerica (especially Guatemala and the Mexican state of Chiapas), and the central Andes (particularly Ecuador, Bolivia, and Peru).

Guest Speakers

The course is organized around a series of guest speakers who will participate in class discussion and present public lectures (scheduled on Thursday afternoon). Although attendance at the public lectures cannot be required, it is strongly encouraged, and I urge you to arrange your schedules so that you can attend these talks (see course schedule, below, for dates). Invited guests include Donna Lee Van Cott (Department of Political Science, Tulane University), Suzana Sawyer (Department of Anthropology, University of California Davis), June

Nash (Emerita Professor of Anthropology, City University of New York), and Carlos Iván Degregori (Instituto de Estudios Peruanos, and currently visiting Professor at Princeton University). In addition to class meetings and public lectures, invited speakers will participate in round-table discussions to discuss their work and issues related to indigenous movements. Students are invited to participate in these events, but are not required to do so.

Course Requirements

This course is run as a seminar. As such, class time will be based on discussion of weekly readings. Students are expected to do the readings each week, and be prepared to discuss them critically in class (see below). Active participation in class discussion is expected, and will factor into final grades. The course involves a number of required written assignments:

1. *Weekly critical response papers.* These one-page response papers should critically assess the authors' theoretical arguments, and may include discussion of particular issues, specific questions that the readings raise for you, or a more general critique of the authors' conceptual frameworks. They should *not* be mere summaries of the readings' key points. Over the course of the semester, students will be expected to turn in 9 one-page critical responses (out of 11 possible dates). You can choose which weeks you would like to skip – but you should turn in a total of 9 during the semester. These will be graded on a scale of 0-3 points. Thus, individually, the critical responses do not carry much weight, but collectively, they are significant for your overall grade. (*total of 27 points possible*)
2. *Readings introductions.* Students will each be responsible for introducing one week's readings. They should prepare a presentation of roughly 10-15 minutes that summarizes and critiques the week's readings. Presentations should draw out and critically assess key points for class discussion. On the week that you present your readings introductions, your critical response paper should be longer-than-usual (3-4 pages), and form the basis of your presentation. (*25 points*)
3. *Mid-term paper.* These papers will be short (about 2000 words) research papers focused on a single indigenous movement or organization in Latin America. These papers should consider the history, organizational strategies, geographies, and key issues of this movement. Students will receive a handout detailing the requirements of this paper. (*50 points*)
4. *Final paper.* This paper will be a full-length research paper (6000-7000 words), and may be written on any topic related to indigenous movements in Latin America. Obviously, this paper must differ significantly from the mid-term paper, but may be on an associated topic (e.g. it may examine a particular issue that concerns the indigenous movement discussed in the mid-term paper). As with the mid-term papers, the final research papers must be polished, final drafts, fully referenced, free of mechanical errors, and with a coherent, critical narrative, and a clear theoretical framework. Students will receive a handout detailing the requirements of this paper. (*100 points*)

Required Texts

- Nash, June 2001. *Mayan Visions: The Quest for Autonomy in an Age of Globalization*. New York: Routledge.
- Sawyer, Suzana 2004. *Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador*. Durham, NC: Duke University Press.
- Sieder, Rachel 2002. *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy*. New York: Palgrave Macmillan.
- Warren, Kay B. 1998. *Indigenous Movements and their Critics: Pan-Maya Activism in Guatemala*. Princeton: Princeton University Press.
- Yashar, Deborah J. 2005. *Contesting Citizenship: The Rise of Indigenous Movements and the Postliberal Challenge*. Cambridge: Cambridge University Press.

These texts will be on reserve at Bird Library. There will also be several additional readings which may be accessed online, on the Bird Library website, under Course Materials (go to 'Course Reserves'). Readings from the required texts are listed in *italics* in the course schedule, below. Online readings are listed in plain lettering.

A note on reading: This course is a doctoral-level seminar. As such, there is a lot of required reading, perhaps more than you are accustomed to. I understand that there are limits to how much reading one can reasonably digest in a week, but I also firmly believe that, for graduate-level work, there is simply no substitute for reading widely and deeply. You are not expected to read every page of every article, book chapter or book each week. But you *are* expected to understand the central arguments of each, and how they relate to and critique one another. Each week there will be key articles or chapters that I will want you to read carefully. Generally, these are the first readings listed for each week in the course schedule, below, but I will let you know on a week-by-week basis which these are. It will be important that you read these articles and/or chapters in detail. You are responsible for understanding the key theoretical arguments and empirical contents of the other articles and/or chapters as well, but you don't need to read them in as much detail.

Course Schedule

<u>Date</u>	<u>Theme</u>	<u>Required Readings</u>
Aug. 31	Course Introduction: Indigeneity and its Discontents	Castree 2004 Rivera Cusicanqui 2004 Vargas Llosa 2005
Sept. 7	Indigenous Peoples and the State in Latin America	<i>Sieder, ch. 1</i> <i>Yashar, ch. 1-3</i> <i>Warren, Introduction</i> Warren and Jackson 2002 Assies 2000
Sept. 14	Legal Pluralism, Political Parties, and Democratic Participation	Van Cott, ch. 1,2,4 <i>Sieder, ch. 2, 3, 6, 7</i> Warren 2002
	<i>Guest Speaker: Donna Lee Van Cott, Tulane University</i>	
	<i>Please note: Dr. Van Cott will present a public lecture on Thursday, Sept. 15 at 4pm in Eggers 341</i>	
Sept. 21	Environmental and Territorial Politics I: Petro-politics and Indigenous Rights	<i>Sawyer (whole book)</i>
	<i>Guest Speaker: Suzana Sawyer, University of California, Davis</i>	
	<i>Please note: Dr. Sawyer will present a public lecture on Thursday, Sept. 22 at 4pm in Eggers 341</i>	
Sept. 28	Neoliberal Multiculturalism	<i>Sieder, ch. 5</i> Nelson 1999 (‘Transnational frame-up’) Hale 2002 Perreault and Martin 2005 Valdivia 2005 Yashar 1999

Oct. 5	Indigenous Rights in an Age of Globalization	Nash (whole book)
	<i>Guest Speaker: June Nash, City University of New York</i>	
	<i>Please note: Dr. Nash will present a public lecture on Thursday, Oct. 6 at 4pm in Eggers 341</i>	
Oct. 12	Mestizaje and the Counter-discourses of Indigeneity	Warren, ch. 1-3 Nelson 1999 ('Bodies that splatter') Hale 1996 Stutzman 1981 Radcliffe 1999 Jackson 2002
Oct. 19	Conflict and Reconciliation	Warren, ch. 4-6 Degregori 1998 Theidon 2003
	<i>Please note: Carlos Iván Degregori will present a public lecture on Thursday, October 20 at 4pm in Eggers 341, and will participate in a round-table discussion on Friday, October 21 (time and location to be announced)</i>	
	MID-TERM PAPERS DUE IN CLASS	
Oct. 26	Representing Identity: Race, Class, and Political Mobilization	Veltmeyer 2000 de la Cadena 1998 Rogers 1996 Li 2000 Albó 1987, 1994 Ramos 2002 Becker 1995
Nov. 2	Indigenous Organizing Scale, Networks, and Political Strategy	Yashar, ch. 4-6 Conklin and Graham 1995 Carroll and Bebbington 2000 Perreault 2003b

Nov. 9 Ethno-development *Sieder, ch. 8-10*
Healy 2001
Bebbington 2000, 2001
Radcliffe, Laurie, Andolina
(forthcoming)
Perreault 2001, 2003a

FINAL PAPER PROPOSALS DUE

Nov. 16 Environmental and Territorial Politics II:
Indigenous Knowledge and Ethno-mapping Agrawal 1995
Brosius 1997
Herlihy 2003
Gordon, et al. 2003
Peluso 1995
Orlove 1991

Guest Speaker: Bjørn Sletto, Cornell University

Nov. 23 *Thanksgiving Break – No Class*

Nov. 30 Student Presentations

Dec. 7 Student Presentations

Bibliography

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- Gordon, Edmund T., Galio C. Gurdian, and Charles R. Hale 2003. Rights, resources, and the social memory of struggle: Reflections on a study of indigenous and Black community land rights on Nicaragua's Atlantic coast. *Human Organization*, 62(4): 369-381.

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