Course Description:

Since the beginning of the 1970s, and according to distinct calendars and internal logics, native peoples throughout Latin America have been engaging in new kinds of social movements that make claims on governments and states based on revived indigenous identities. Why have these movements emerged over the past 30-40 years? How have previous histories of native-state relations affected the form taken by, and success of, these movements?

In addition to studying the various cases of indigenous identity movements in the context of native-state relations, we will also consider them in relationship to other social movements that have privileged other identities. What has historically been the nature of interactions between indigenous people and other mobilizations, such as class-based movements or oppositional political parties? What do these interactions have to tell us about the achievements and limitations of “national-popular” coalitions? Is there something about the contemporary world that has encouraged the multiplication and internationalization of indigenous movements? Are there deep differences hidden among these apparent similarities?

Ultimately, the purpose of our seminar is both historical and historiographical. We wish to trace the changes going on in 20th and 21st century Latin American politics by focusing on indigenous movements. But we also want to explore the ways in which the emergence of indigenous movements has begun to change the nature of historiography. Are we seeing new things in 20th century history because of present-day sensitivity to indigeneity? How do these new perspectives provide us with new tools with which to revise our analyses of other topics, such as state formation, nationalism, or the agrarian question?

Course Requirements:

1) Class participation. This is a reading and discussion course, and therefore participation is a key part of how students will be evaluated. I will evaluate participation on two different levels:

   a) "Traditional" participation in the seminar discussions. Taking the time and energy to contribute to class discussion, whether with a comment, question, doubt or criticism, is a crucial component of this. Active participation does not always mean speaking a lot, but it does mean listening to and engaging with other people’s ideas and comments, and being willing to risk asking a “stupid” question in order to move the discussion forward. It also means making a special effort to evaluate the readings in relation to the class’s broader questions and concerns, both as they are stated in the syllabus and as they
emerge from our accumulated discussions.

b) Participation on our email classlist. I will use our electronic classlist to send out questions for discussion ahead of our meetings, but I will also expect everyone to email to the list a 1-2-page reaction paper on the week's readings by noon on the Monday before class so that we can all come prepared with an idea of what reactions the readings have elicited. *(Each student will be expected to email reactions to the list 12 out of 14 weeks, the other two being “rest weeks” that should be planned according to the rest of your schedule. Please let me know the week before if you don’t plan to send a reaction paper to the list).* In addition to preparing thoughtful, cogent, and stimulating reaction papers, students are encouraged to deepen the course's electronic community by sharing reactions to the readings—or to related news stories or web page resources—at other times during the semester.

2) **Writing Assignment for the Class**: You may choose between two options, depending on the nature of your own work and its relationship to the class.

   a) If you are just starting out or just beginning to explore an interest in indigenous issues or Native-state relations, you may want to choose this option, which consists of two literature reviews or historiography essays, 10 pp. each, which start from a week's discussion topic and explore an expanded bibliography on that topic of about 3-5 books and an equal number of articles (combinations will depend on the specific topic and existing literature). People choosing this option should spread their papers out by choosing one from each of two units in the class.

   b) If you are already working on a topic related to indigenous issues or Native-state relations, you may write a longer paper based on your research that incorporates materials from the course into its larger framework. This paper, approximately, 20 pp. in length, will be due at the end of the semester. Its main purpose, from the perspective of the class, will be to incorporate what you have learned, conceptually and historiographically, into the overall framing of your research.

Although people wishing to write literature reviews or historiography essays on topics in the first few weeks of the semester will need to do so earlier, I expect that everyone in the class will have met with me to announce their choice of writing assignments, and begin a discussion of relevant sources for those assignments, NO LATER THAN THE THIRD WEEK OF THE SEMESTER.

3) **Grading**: Participation: 50%
Research Essay: 50% (If two literature reviews or historiography essays, 25% each)

**LIST OF BOOKS AVAILABLE FOR PURCHASE**
(In Alphabetical Order)

History 982-Native-State Relations in Latin America--Mallon--Fall 2006--page 3


PLEASE NOTE: Assigned books are available for purchase at Rainbow Bookstore Cooperative, 426 W. Gilman, 257-6050, and on three-hour reserve at the College Library in Helen C. White. Articles designated with an * are in a xerox packet available in the Humanities Copy Center, 1650 Humanities, and a copy is also on three-hour reserve at the College Library in Helen C. White.

SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS

Tuesday, 5 September- Introduction and Organizational Meeting

UNIT I- Indigenous Identities, Autonomy and Self-Determination: Some Initial Approaches

Tuesday, 12 September- National Minorities, Self-Determination and Indigenous Rights

Reading: Héctor Díaz Polanco, Indigenous Peoples in Latin America: The Quest for


Tuesday, 19 September- Mestizaje, Modernism and Civilization Invisibility and Integration


Tuesday, 26 September- Multiculturalism and Indigenous Rights (I)


Tuesday, 3 October- Multiculturalism and Indigenous Rights (II): Mexico and the Andes Compared (Need to Reschedule)


Gunther Dietz, “From Indigenismo to Zapatismo: The Struggle for a Multi-Ethnic
UNIT II- Native-State Relations: A Historical View

Tuesday, 10 October- The Deep History of Indigenous Revitalization: Bolivia


Tuesday, 17 October- Alternative Histories and Memories: Colombia


Tuesday, 24 October- Alternative Nationalisms and Indigenous Identities

Edward Fischer, "Beyond Victimization: Maya Movements in Post-War Guatemala," in Postero and Zamosc (eds.), Ch. 3.

Tuesday, 31 October- Postrevolutionary Politics and Indigenous Peoples: Mexico


Tuesday, 7 November-Indigenous Views of History


UNIT III- Ethnic Revitalization and Indigenous Militancy

Tuesday, 14 November- The Opposite of Strength in Numbers? Colombia


Theodor Rathgeber, “Indigenous Struggles in Colombia: Historical Changes and Perspectives,” in Postero and Zamosc (eds.), Ch. 4.

Tuesday, 21 November- Strategic Peripheries (I): The Atlantic Coast of Nicaragua


* Jeffrey L. Gould, “¡Vana Ilusión!" The Highlands Indians and the Myth of Nicaragua
Tuesday, 28 November- Strategic Peripheries (II): Chiapas


Tuesday, 5 December- The Majority Finds Its Voice? (I): Bolivia vs. Peru


Tuesday, 12 December- The Majority Finds Its Voice? (II): Guatemala


LIST OF ARTICLES, XEROX PACKET
(In the Order Assigned)


