

Indigenous Peoples of Latin America
History 475.001
T-TH 12:40-1:55
HSS 120

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Before 1492, there were no Indians in America. Columbus' notorious expedition brought not only Europeans to America, it also brought the "Indian." Disparate native peoples, with different cultures and languages, living in roaming bands and settled empires, located on islands, mountains, deserts, and tropical forests would all, after 1492, be called Indians. The origin of the "Indian" lies in this infamous crossing of the Atlantic by Europeans. . For indigenous groups and individuals, however, crossing between ethnic identities would not cease; for some it would even be a daily occurrence. In this course, we will examine how indigenous and European peoples understood, maintained, and dismantled ethnic identities from pre-Hispanic to modern times in Latin America. We will begin by looking at indigenous societies before Spanish conquest and then explore the political, economic, and social strategies of indigenous peoples during the colonial and modern eras. We will consider how indigenous and non-indigenous peoples used ethnic categories to construct power and authority. The central idea of the course is that ethnic identities are interconnected with gender and class and that we therefore have to move away from essentialist approaches and ask how and why, at a certain time and place, a particular group chooses to define itself, or is defined by others in terms of ethnicity, gender or class.

COURSE REQUIRMENTES AND GRADING

1. **Reading.** Each week's assigned readings should be completed for the first class of the week.
2. **Participation.** 20%. Learning is an interactive process, and as such a requirement for our class. While attendance is mandatory and students are expected to participate in class, the participation grade will be based on weekly postings to the course's Blackboard discussion forum. Acceptable topics for forum posts include responses to the readings, lectures, and other student's postings. However, each post must reflect substantial thought and effort. It is not enough to simply concur with another poster!
3. **Exams.** 40%. There will be two exams, each of which will count for 20% of your final grade.
4. **Written Assignments.** There will be two papers due during the semester, each worth 20% of your grade.

Paper #1 In this first assignment students will choose a topic that relates to our course and write a short (4-5 pages) analysis of two articles from two different journals. (The topic and the articles must be cleared by the Instructor.)

Paper #2 In this second assignment, students will expand on their work for Paper #1 by including at least one book into their analysis to write this longer essay (6-8 pages) The book must be a monograph, and not a collection of essays.

5. **Attendance.** Class attendance is mandatory. Each student is allowed three (3) absences for whatever reason. Each ensuing absence will result in one letter grade reduction of the student's final grade.

OTHER COURSE POLICIES

Please Note: If any special accommodations are needed to complete the course requirements, please come see me at the beginning of the semester. No make-up exams or incompletes will be given without documentation.

Plagiarism: Plagiarism occurs when someone knowingly or unknowingly presents the words or ideas of another person as his or her own. Any work turned in for this class must meet University standards for academic honesty. Any students unsure about how to apply these rules are urged to consult with me *prior* to turning in any written work.

Deadlines: Assignments that are due in class must be turned in at the start of class. Late submissions will not be accepted without documentation of family or medical emergencies. If you anticipate problems, please contact me before the assignment is due, not after!

Office Hours: Students are strongly encouraged to speak with me outside of class. I am available during office hours on a first-come, first-served basis. If you cannot come during office hours, please contact me via email or phone and we can set up an appointment.

SCHEDULE AND READING ASSIGNMENTS

Assigned texts:

The following books are available for purchase at the UT Bookstore. Additional readings will be available on Blackboard.

Grandin, Greg. 2000. *The Blood of Guatemala: A History of Race and Nation*. Duke University Press.

Restall, Matthew, Lisa Sousa, and Kevin Terraciano. 2005. *Mesoamerican Voices: Native Language Writings from Colonial Mexico, Yucatan, and Guatemala*. Cambridge University Press.

Serulnikov, Sergio. 2003. *Subverting Colonial Authority: Challenges to Spanish Rule in the Eighteenth-Century Southern Andes*. Duke University Press.

Turner, Clorindo Matteo de. 1996. *Birds without a Nest: A Novel*. University of Texas Press.

Warren, Jonathan W. 2001. *Racial Revolutions: Antiracism and Indian Resurgence in Brazil*. Duke University Press.

SCHEDULE AND READING ASSIGNMENTS

WEEK #1 Introduction

8/23 Course Intro.

WEEK #2 Indigenous Societies

8/28 The Terms and Tools We Use

8/30 Indigenous Cultures

READ:

Blackboard:

1. Les W. Field, "Complicities and Collaborations: Anthropologists and the 'Unacknowledged Tribes' of California." *Current Anthropology*. 40:12 (1999): 193-209.
 2. Charles Mann, "1491" *The Atlantic Monthly*, March 2002.
 3. Using Primary and Secondary Sources.
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WEEK #3 Indigenous Societies

9/4 Empire Peoples – Maya

9/6 NO CLASS!

READ: Restall, et al, *Mesoamerican Voices*, Ch 1-2.

Blackboard:

1. Brandon, *The Rise and Fall of North American Indians: From Prehistory through Geronimo* (Lanham: Taylor, 2003): Chapters 3-4.
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WEEK #4 Indigenous Societies

9/11 Empire Peoples – Nahua

9/13 Empire Peoples – Quechua

READ: Restall, et al, *Mesoamerican Voices*, Ch 9.

Blackboard:

1. Selections from *The Peru Reader*.
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WEEK #5 Indigenous Views of the Spanish Invasion and Conquest

9/18 Indigenous and Spanish Visions of Conquest

9/20 Interpreting Conquest: Discussion of Primary Documents

READ: Restall, et. al., *Mesoamerican Voices*, Ch. 3

Blackboard:

1. Camilla Townsend, "Burying the White Gods: New Perspectives on the Conquest of Mexico," *AHA* 108.3 (2003): 659-687.

WEEK #6 The "Spiritual Conquest" of Spanish America

9/25 Conquest: A Moral Dilemma

9/27 The Didactic Confessional

READ: Restall, et. al., *Mesoamerican Voices*, Chapter 8.

Blackboard:

1. Patricia Seed, "Are These Not Men Also?" 'The Indian's Humanity and Capacity for Spanish Civilization,' *JLAS* 25.3 (1993): 629-652.

2. Regina Harrison, "The Theology of Concupiscence: Spanish-Quechua Confessional Manuals in the Andes," pp. 135-152 in Cevallos-Candau, et al, eds. *Coded Encounters: Writing, Gender, and Ethnicity in Colonial Latin America*. Amherst: University of Massachusetts Press, 1994.

WEEK #7 The "Colonized" Indian – PAPER #1 Due!

10/2 Structures of Rule

10/4 Labor and Land

READ: Restall, et al, *Mesoamerican Voices*, Chapters 4-7.

WEEK #8 Midterm Exam

10/9 Exam 1

10/11 FALL BREAK!

WEEK #9 Tupacs

10/16 Bourbon Reforms, Indios, Identities

10/18 Long Live the King, Death to Bad Government

READ: Serulnikov, *Subverting Colonial Authority*, Entire Book.

WEEK #10 From Indio to Indigena

10/23 Independence, Citizenship, and the Vanishing Indian

10/25 The Tribute-Land Nexus

READ: Grandin, *The Blood of Guatemala*, Intro Throuh Chapter 5, 1-129.

WEEK #11 From Indigena to Campesino

10/30 A Valiant Past, A Wretched Present

11/1 Birds Without a Nest

READ: Matto de Turner, *Birds Without a Nest*, Entire Novel.

WEEK #12 Race, Ethnicity, Nation

11/6 The “Problem of the Indian”

11/8 Race versus Ethnicity

READ: Grandin, *The Blood of Guatemala*, Finish.

WEEK #13 Brazil I

11/13 Locating the Brazilian Indian

11/15 Modernization, Development, Ethnicity

READ: Warren, *Racial Revolutions*, Intro through Chapter 4.

WEEK #14 Brazil II– Paper #2 Due.

11/20 Authenticity and Representation; The Spirit of TV

11/22 THANKSGIVING!

READ: Warren, *Racial Revolutions*, Chapter 5 through Epilogue.

WEEK #15 Ecuador- Representations

11/27 Film: Trinkets and Beads. Discussion.

11/29 Film: Puntichil. Discussion.

READ:

Blackboard:

1. Les Field, “Ecuador’s Pan-Indian Uprising,” *NACLA* 25.3 (1991).
 2. Leon Zamosc, “The Indian Movement in Ecuador: From Politics of Influence to Politics of Power,” in Zamosc and Postero, eds., *The Struggle for Indigenous Rights in Latin America* Brighton: Sussex, 2004.
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WEEK #16 Resurgence

12/4 Revisiting Indigenous Identity

FINAL EXAM – Due at the final exam meeting time—12:30-2:30, 11 December.