

LAS 6938/4935 Critical Indigenous Studies

Fall 2023

Tuesdays 1:55-4:55

Instructor: Dr. Carmen Martínez Novo

Classroom: Grinter 376

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Preferred method to contact instructor is via e-mail. Please, make appointment for office hours too.

Course description:

The course proposes that the label “critical indigenous studies” encompasses research that aims to question romantic, essentialist and other derogatory or unrealistic representations of indigenous peoples’ identities, histories, current experiences, and livelihoods. Students in this class will analyze the writings of indigenous and non-indigenous scholars who provide critical understandings of different aspects of the indigenous experience. The class will primarily focus on the Andes, Central America, and Mexico. Because critical indigenous studies are becoming hemispheric, diasporic, and invested in the intersections between indigenous and African Diaspora experiences, the course will examine those dimensions as well.

Course goals:

- Teach nonessentialist, critical bibliography on indigenous studies in Latin America.
- Foster a hemispheric conversation on indigenous studies.
- Consider classic and newer directions in indigenous studies in Latin America and beyond.

Student learning outcomes:

- Students who pass this class,
- will be aware of critical trends in indigenous studies, classic and current
- will be able to analyze critically a body of literature and identify debates and trends within it (useful skill for MA thesis and Dissertation proposal and manuscript writing)
- Will hone their writing skills with an emphasis on sharpness, clarity and conciseness

Materials:

Required

- Waskar Ari. 2014. *Earth Politics: Religion, Decolonization and Bolivia’s Indigenous Intellectuals*. Duke.
- Rudi Colloredo Mansfeld. 1999. *The Native Leisure Class: Consumption and Cultural Creativity in the Andes*. Chicago.
- Joanne Rappaport. 2005. *Intercultural Utopias: Public Intellectuals, Cultural Experimentation and Ethnic Pluralism in Colombia*. Duke.

-Pavel Shlossberg. 2015. Crafting Identity: Transnational Indian Arts and the Politics of Race in Central Mexico. Arizona.

Optional

Juliet Hooker, 2020. Black and Indigenous Resistance in the Americas. Lexington Books.

The rest of the readings will be made available through canvas.

Components of course grade:

- Class attendance and participation: 10 %
- Leading class discussion for one day: 10 %
- Midterm take home essay: 40 %
- Final take home essay: 40 %

Grading scale:

A 93-100

A- 90-93

B+ 87-90

B 83-87

B- 80-83

C+ 77-80

C 73-77

C- 70-73

D+ 67-70 1.33

D 63-67

D- 60-63

E 0-60

Course schedule:

8/29

Introduction to the class

Histories

9/5

Waskar Ari. 2014. *Earth Politics: Religion, Decolonization, and Bolivia's Indigenous Intellectuals*. Duke University Press.

-Chapter 1 "Building the Indian law and a Decolonization Project in Bolivia"

-Chapter 3 "The Beginning of the Decolonization Project."

9/12

Ari

-Chapter 4 "Against cholification"

-Chapter 6 "Against whitening"

Interlude: Theoretical hemispheric dialog: settler colonialism/internal colonialism

9/19

-Patrick Wolfe. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8(4).

-Pablo González Casanova. 1965. "Internal Colonialism and National Development."

Fragile livelihoods

9/26

Rudi Colloredo-Mansfeld. 1999. "The Native Leisure Class. Consumption and Cultural Creativity in the Andes."

-Prologue: "Andean Livelihoods in a Global Economy."

-Chapter 2: "Outsider's Wealth"

-Chapter 3: "Useless Things"

10/3

Colloredo-Mansfeld

-Chapter 4: "Otavalo's transnational archipelago."

-Chapter 6: "The Native Leisure Class."

Interlude: hemispheric dialog: indigenous education between colonialism and decolonization

10/10

-Tsianina Lomawaima, 1993, "Domesticity in the Federal Indian Schools" *American Ethnologist*

-Carmen Martinez Novo, 2014. "The tension between western and indigenous knowledge in Intercultural bilingual education in Ecuador."

Questions for first essay distributed

10/17

First essay due

Intercultural Politics

10/24

Joanne Rappaport, 2005. Intercultural Utopias. Public Intellectuals, Cultural Experimentation and Ethnic Pluralism in Colombia. Duke UP.

-Introduction

-Chapter 1. Frontier Nasa: The Dilemma of the Indigenous Intellectual.

-Chapter 2. Colaboradores: The Predicament of Pluralism in an Intercultural Movement

10/31

Rappaport

Chapter 3. Risking Dialogue. Anthropological Collaborations with Nasa Intellectuals.

Chapter 4. Interculturalism and lo Propio.

Chapter 7. Imagining a Pluralist Nation.

Critical Latinx Indigeneities

11/7

-Shannon Speed. 2016. "States of violence: Indigenous women migrants in the era of neoliberal multicriminalism." Critique of Anthropology.

-Luis Urrieta. 2017. "Identity, violence and authenticity. Challenging static conceptions of indigeneity." Latino Studies.

Black and indigenous resistance

11/14

Juliet Hooker ed., 2020 Black and Indigenous Resistance in the Americas. From Multiculturalism to Racist Backlash.

-Juliet Hooker. 2020. Introduction.

-Jaime Antimil Caniupan et al. 2020. "We can no longer endure this cruel tyranny. Colonialism, racism and Mapuche Resistance in Neoliberal Chile." In Juliet Hooker, Black and Indigenous Resistance in the Americas.

-Mariana Mora. 2020. "Racist Criminalization, Anti-racist Pedagogies and Indigenous Teacher Dissidence in the Montaña of Guerrero, Mexico." In Juliet Hooker, Black and Indigenous Resistance in the Americas.

Indigenous arts

11/28

Pavel Shlossberg. 2015. Crafting Identity: Transnational Indian Arts and the Politics of Race in Central Mexico.

-Introduction

-Chapter 1 Judgement Days I : Indian Tales at the Concurso Artesanal.

-Chapter 2 Judgement Days II: Pastorela Tales in Tócuaro.

12/05

Shlossberg

-Chapter 3 Indian Arts and Exile

-Chapter 5 Indian Arts, Connoisseurs and Collectors

-Chapter 6 Indian Arts, Scholars and Museums

Questions for second essay distributed

12/12 Final essay due

COURSE POLICIES

-Students should be familiar with canvas and should check their UF e-mail for instructor's messages. Instructor will be sending announcements and distributing texts through the canvas system.

-Students should read the texts assigned for the day before attending that class. This is very important because we intend to have a participatory class with an inviting academic environment in which all feel free to express their **informed** opinions. Students should be ready to participate, ask questions, engage in group discussion, based on the assigned readings for that day and on readings from previous days.

-Attendance is extremely important in this class. Students are allowed up to one unexcused absence without a repercussion in grades. Each additional absence will be reflected in a deduction of a point from the class attendance and participation component of the final grade.

-Unexcused tardiness of 15 minutes or more or leaving class early will be counted as an unexcused absence unless the student has a documented reason for starting late or leaving early.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. The following are acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor of anticipated absences due to their observance of such holidays.

-Students should hand their assignments according to the instructions and by the deadline. Students may be given extra time to complete assignments after they provide documentation of justified cause for the delay. If there is no justified cause for delay, 5 points will be deducted from the assignment per day of delay.

-While differences of opinion are valued and encouraged, discussion and debate must take place in a civil and respectful manner. Personal attacks or other acts of denigration will not be tolerated in this class.

UF POLICIES

- **[Students with Disabilities Act](#)**: The Dean of Students Office coordinates needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office, 202 Peabody Hall, 392-7066.*
- **Software Use**: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator.
- **Academic Misconduct**: Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating or unauthorized aid. Unless an assignment is explicitly identified as collaborative, all work should be completed independently. Students should understand and follow the [Student Honor Code](#) that they signed upon enrollment at the University of Florida: *"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

UF HELPING RESOURCES

- **Latin American and Caribbean Collection at UF Libraries**: Specialized staff support use and enjoyment of the 500,000 volumes, 50,000 microforms, thousands of current and historical serial titles and digital resources in [this world-class collection](#). LACC library staff provide expert help in online searches for research and study materials.
- **Academic Writing, Grammar and Style**: The [UF Writing Studio](#) is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!
- **Technical difficulties with E-learning in CANVAS**: Contact the [UF Help Desk](#) at Learning-support@ufl.edu or (352) 392-HELP, then select option 2.
- **Personal Challenges**: Students experiencing crises or personal problems that interfere with general wellbeing are encouraged to utilize the university's counseling resources. The Counseling Center and Student Mental Health both provide confidential counseling services at no cost for enrolled students. Resources are also available for students seeking to clarify career and academic goals and to deal with academic challenges.

- [University Counseling Center](#), 301 Peabody Hall, 392-1575; personal and career counseling.
- Student Mental Health, [Student Health Care Center](#), 392-1171, personal counseling.
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

THIS SYLLABUS IS SUBJECT TO CHANGE WITH NOTICE

APENDIX

INSTRUCTIONS TO LEAD ONE CLASS SESSION

Students will be responsible for **introducing the reading assigned for one day of their choice and for leading the discussion**. The presentation may be visual, written (in a power point or other presentation technology), and oral.

The presentation may contain the following elements:

1. Context for the reading:
2. A) Information on the author
B) General information on the topic or geographical location of the reading
3. Brief summary of the main points of the reading
4. Discussion of points in the reading that need further explanation
5. What is significant or interesting from this reading? What have we learned from this reading that can be of value to us?
6. Criticisms of the reading: What is unclear in the reading? Point to inconsistencies and contradictions in the argument. What do you disagree with and why?
7. Connect the reading to the student's own background if appropriate. How is what is described in the reading similar or different from the students' personal experience?
8. Questions for class discussion.