

## **LAST 2000-01: Approaches to Latin America - Indigenous Identity and Resistance**

3 credits, Spring 2022

No prerequisite (LAST 1010 suggested)

Fulfills NTC Global Perspectives and Service Learning requirements

**Professor:** Catherine Nuckols

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**Community Partner:** Pointe-au-Chien Indian Tribe

**Location:** HE 210, TR 11am-12:15pm

**Student Hours:** By appointment via email

**CPS Representative:** XX XX

### **Course Description**

This course introduces students to the interdisciplinary field of Latin American Studies through the study of contemporary social, political, and cultural issues in the region. Addressing some of the most critical scholarly questions through a variety of disciplinary and theoretical lenses, the class examines the theoretical and practical meanings of interdisciplinarity while introducing students to canonical literature in the field of Latin American Studies. Through readings and discussion of texts from the humanities and social sciences, students develop an understanding of how various disciplinary perspectives contribute to a holistic understanding of the complexities of a world region. Critical to the class is to challenge external constructions of an issue or problem and to approach it on its own terms, from within its cultural context. The class furthermore trains students to become producers, not merely consumers of knowledge. It thus provides problem-solving skills students can take to an array of professions and occupations from the very local to the global, including business, medicine and public health, law, advocacy and policy, and education and community organizing, among others.

This section will focus primarily on the indigenous communities of Latin America. Throughout the course, students will read about the different indigenous groups of the region in order to understand who they are, their history in Latin America, and how they have negotiated existence in a colonial world.

Students enrolled in this class have the option to enroll in a 20-hour service learning course which fulfills the Tier 1 requirement of Public Service Graduation Requirements. Students participating in service learning should be enrolled in the service learning co-requisite section LAST 2890.

### **Course Goals**

The goal is this course is for students to:

- Define Latin America as a concept and descriptive term and interrogate its history and approaches to the study of the region.
- Situate historical and contemporary Indigenous solidarity movements within Latin American history.
- Work with the Pointe-au-Chien Indian Tribe (hereafter PACIT) in order to provide hurricane relief and learn how to properly compare PACIT's situation to broader Indigenous movements within the US and Latin America.

## **Learning Outcomes**

After completing this course students will be able to:

- Define the concept of interdisciplinarity and debate its strengths and weaknesses as a scholarly approach and distinguish from multidisciplinary and transdisciplinarity.
- Relate the origins, history and significance of Latin American Studies as an interdisciplinary field of study;
- Utilize ideas and vocabulary specific to contemporary conditions of Latin America;
- Distinguish between various forms of "knowledge"-local and foreign; scholarly and popular that contribute to a broad understanding of Latin American culture and society;
- Identify the influence of key texts in the understanding of Latin America;
- Recognize key differences between academic disciplines and the basic methods scholars employ to study Latin America;
- Distinguish between quantitative and qualitative methodologies in contemporary Latin Americanist scholarship and evaluate the distinct analytical outcomes of different approaches;
- Differentiate primary, secondary and tertiary sources on Latin America;
- Recognize subaltern texts and primary Texts and evaluate their value for the study of Latin America; and
- Apply interdisciplinarity to case studies on Latin America.

## **Service Learning Outcomes**

The service learning portion of this course will help students to:

- Provide hurricane relief to the Pointe-au-Chien Indian Tribe.
- Foster public awareness of the Tribe's federal recognition process.
- Communicate best practice for supporting local Indigenous communities.
- Compare work with PACIT to the broader Indigenous solidarity movement in the US and throughout Latin America.

## **Program Outcomes**

The mission of the BA program in Latin American Studies is to promote the interdisciplinary study of Latin America, focusing simultaneously on unity and diversity within the region and positioning the region in comparative perspective. The program's main objectives are:

1. To provide broad exposure to the individuals, cultures, histories and geographies that distinguish the region;
2. To explore the notion of interdisciplinarity and develop the ability to utilize concepts and apply methods from multiple disciplines toward the study of Latin America;
3. To cultivate critical thinking and effective communication, particularly in discussing Latin American culture and society; and
4. To acquire the linguistic skills and critical vocabulary necessary to understand and discuss the historical structure and contemporary conditions of Latin America.

This course addresses the following program outcomes:

- To demonstrate breadth and depth of knowledge of the history, culture, geography and peoples of Latin America;
- To understand the notion of interdisciplinarity as it relates to Latin American Studies; and
- To evaluate and critique research on Latin America.

### Required Student Resources

All required readings will be uploaded to Canvas prior to the week they are due.

### Evaluation

Non-Service Learning		Service Learning	
Attendance/Participation	15%	Attendance/Participation	15%
Checkpoint Research Essays	35%	Checkpoint Research Essays	25%
Semester Project Presentation	20%	Semester Project Presentation	20%
Semester Research Paper	30%	Semester Research Paper	30%
		Reflection Essays	10%
Total:	100%	Total:	100%

### Semester Project

Throughout the semester, students will be working on an interdisciplinary project of their choice that applies the principles, concepts, and content discussed in class. We will visit the Latin American Library in our first week of class for an introduction to the resources available, and in the third week of class students will participate in a class discussion to determine a short list of potential topics. Throughout the remainder of the semester, students will make progress on their semester project through “checkpoint” research essays. At the end of the semester, students will give a brief presentation (7-10 minutes) and submit a paper (8-10 pages, double-spaced) summarizing their research. More details on this project, including a recommended roadmap, are available on Canvas.

### Service Learning Description

Students enrolled in the Service Learning component of this course will be partnering with the Pointe-au-Chien Indigenous Tribe to provide hurricane relief and study public awareness of the Tribe’s federal recognition process. Students will visit the PACIT Community Center on designated weekends to assist with hurricane relief as directed by the Tribe. Additionally, students will research the federal recognition process in order to

gain a greater understanding of the ways in which US policy has affected this and other Indigenous groups.

Throughout the semester, students will submit three reflection essays in which they will identify ways to tie the content of the course into their service learning. The first of these essays will serve as a “pre-reflection” and require that students research the federal recognition process, the Bureau of Indian Affairs, and the PACIT’s history with each of these. Students will also reflect on what they expect to contribute over the semester and express any concerns or fears they might have. A visit from the CPS facilitator after the submission of the first essay will allow for discussion of the topics reviewed and guide students’ thinking for the next two essays. After the submission of each of the following essays, the class will hold its own discussion to share thoughts and reflections they had regarding the service learning experience.

At the end of the semester, students will give a final presentation in which they will share the insights they gained over the semester. They will also present ideas and suggestions for how to spread more public awareness for the Tribe’s federal recognition process.

Student participation in Service Learning will be assessed in two ways: grading of each essay according to the rubric distributed in class and grading of the final project, presented in class.

### **COVID-19 Accommodations and Attendance Statement**

Students must comply with University policies on COVID-19 testing and isolation, which are located [here](#). **In our classroom, masks will be required all semester, even if the university lifts the indoor mask mandate.** If a student cannot attend class for any reason, the student is responsible for communicating with me to make up any work they may miss. I will provide online options for class participation, outlined in this document, and unless a student is seriously ill, they are expected to use this option. The University Health Center will provide documentation verifying a student is ill, as well as verification that a student may return to class. With the approval of the Newcomb - Tulane College dean, I may have a student who has excessive absences involuntarily withdrawn from a course with a WF grade after written warning at any time during the semester.

### **ADA/Accessibility Statement**

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Goldman Center contact information: [goldman@tulane.edu](mailto:goldman@tulane.edu); (504) 862-8433; [accessibility.tulane.edu](http://accessibility.tulane.edu).

**Code of Academic Conduct**

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e. Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. Unless I indicate differently on instructions, all assignments and exams are to be completed individually and without any study aid, including textbooks, class notes, or online sites. If you have any question about whether a resource is acceptable, you must ask the instructor rather than assume.

The service learning experience is an extension of the classroom, and so the Code of Academic Conduct and Code of Student Conduct also apply to students' choices and behavior at their service partner's sites, including around social distancing precautions.

**Religious Accommodation Policy**

Per Tulane's religious accommodation policy, I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

## Course Schedule

Week, Date	Topic	Reading(s)	Assignments Due
Week 1: T Jan. 25	Introduction to course, syllabus, each other	None	
Week 1: Th Jan. 27	Introduction to our service partner: Pointe-au-Chien Indian Tribe; Visit from XX XX Critical Reading Strategies <b>*Meet in the Latin American Library*</b>	<a href="#">PACIT History webpage</a> ; <a href="#">"Pushed to the coast" article</a>	
Week 2: T Feb. 1	Latin America: Problem or Solution?	Knippers Black 2011; Mariátegui 1928; Paz 1962	
Week 2: Th Feb. 3	Multi-, Inter-, and Transdisciplinarity, Part 1 <b>*Online Discussion via Canvas*</b>	Thomas 2003; Repko 2008; Repko 2008	
Week 3: T Feb. 8	Multi-, Inter-, and Transdisciplinarity, Part 2  What is Area Studies? What is Latin American Studies?	Parker and Samantrai 2010; Reisz 2011 Hale 2014; Bray 2004	
Week 3: Th Feb. 10	Introduction to the Ancient Cultures of the Americas	<a href="#">Smarthistory: Mesoamerica, an Introduction</a>  <a href="#">SmartHistory: The Maya, An Introduction</a>  <a href="#">Smarthistory: Introduction to Andean Cultures</a>	Reflection Essay 1 Due  List of potential topics Due

Week 4: T Feb. 15	Anthropology and Archaeology: Guest Lecture by Sarah Van Oss	TBD by guest speaker	
Week 4: Th Feb. 17	Art History and Epigraphy: Mesoamerican iconographic and writing systems  *Visit from Edie Wolfe*	Smarthistory, <a href="#">“Introduction to art historical analysis;”</a> <a href="#">“How to do visual (formal) analysis”</a>  Boone & Mignolo, <i>Their Way of Writing</i> , excerpt	
Week 5: T Feb. 22	<b>*Meet at MARI*</b>  Art History and Epigraphy: Maya iconographic and writing systems	Kettunen & Helmke, p. 1-39  Zender, “Theory and Method of Maya Decipherment”	
Week 5: Th Feb. 24	Maya epigraphy, cont’d  Ethnography: How do we obtain knowledge about ancient and modern indigenous groups?	Whitehead 2005  <a href="#">Rivas and Odum 2019</a>	Reflection Essay 2 Due
Week 6: T Mar. 1 [No Class]	[No class]	[No class]	
Week 6: Th Mar. 3	History: Indigenous Resistance in the Colonial Period	Rael, <a href="#">“How to read a primary source;”</a> <a href="#">“How to read a secondary source”</a> (Review)  Silverblatt, “Women of the Puna”	Checkpoint Essay 1 Due
Week 7: T Mar. 8	Introduction to Indigenous Literature  <b>*Meet at the LAL *</b>	University of Wisconsin, <a href="#">“How to read a poem”</a>	

		<p>Germanna Community College, "Writing a Literary Analysis Paper"</p> <p>Worley &amp; Palacios, Introduction and Chapter 1, <i>Unwriting Maya Literature</i></p>	
<p>Week 7: Th Mar. 10</p>	<p>Approaches to the Maya Popol Wuj</p>	<p>Ancient Americas, <a href="#">The Popol Vuh: The Maya Story of Creation</a></p> <p>Henne, Introduction-Chapter 1, <i>Reading Popol Wuj</i></p>	
<p>Week 8: T Mar. 15</p>	<p>Protests and Media Coverage</p>	<p><a href="#">"Could indigenous demonstrations against corruption..."</a></p> <p><a href="#">"Indigenous-led nationwide shutdown"</a></p> <p>Mackey, "The Continuing Khipu Traditions"</p> <p>Ledet, <i>They Came, They Stayed</i>, excerpt</p>	
<p>Week 8: Th Mar. 17</p>	<p>Indigenous literature as resistance</p> <p>Non-written forms of indigenous literature</p>	<p>Burdette, <i>Revealing Rebellion in Abiyala</i></p> <p>Palmer, "<i>U nojil a ch'i'ibal</i>: Briceida Cuevas Cob's Poetic Empowerment of Yucatec Maya Women"</p>	



Week 9: T Mar. 22	Indigenous Groups and the Environment	Erickson, "The Domesticated Landscapes of the Andes"  Environmental Studies <a href="#">Part 1</a> & <a href="#">Part 2</a>	
Week 9: Th Mar. 24	Indigenous Groups and the Environment, cont'd	Documentary, <a href="#">Native Planet, "Louisiana"</a>  <a href="#">UN Article</a>	Checkpoint Essay 2 Due
Week 10: T Mar. 29	[No Class]	[No Class]	
Week 10: Th Mar. 31	[No Class]	[No Class]	
Week 11: T Apr. 5	Media and Discourse Analysis and the Zapatista Movement	Media Analysis: <a href="#">"Discourse Analysis: A Step-by-Step Guide"</a>  <a href="#">"Guide to Communication Research Methodologies"</a>  Pitman 2007	
Week 11: Th Apr. 7	Sociology, Communication, and the Pan-Maya Movement	<a href="#">"Introduction to Sociology: Research Methods"</a>  Gardner and Richards 2017	

Week 12: T Apr. 12	Linguistics & Language Revitalization	<a href="#">Documenting Ayapaneco with Linguist Jhonnatan Rangel</a>  <a href="#">LeDevoir: PACIT and French</a>	
Week 12: Th Apr. 14	Language Revitalization & Social Justice Music	<a href="#">"Music and Social Justice"</a> Internet Encyclopedia of Philosophy  Swinehart, "Tupac in their Veins: Hip-Hop Alteño and the Semiotics of Urban Indigeneity" and "The Ch'ixi Blackness of Nación Rap's Aymara Hip-Hop"	Checkpoint Essay 3 Due
Week 13: T Apr. 19	Representation in Film and Television	Tufte, "Visual and Statistical Thinking"  Documentary, <a href="#">El Tigre y El Venado</a>	
Week 13: Th Apr. 21	Peer Review Indigenous concepts of gender and sexuality	Barker & Scheele, <i>Queer: A Graphic History</i>  Mirandé, <i>Behind the Mask</i> excerpt	
Week 14: T Apr. 26	Indigenous concepts of gender and sexuality	Bacigalupo, <i>Shamans of the Foye Tree</i> excerpt	Reflection Essay 3 Due
Week 14: Th Apr. 28	Presentations & Discussion		

Week 15: T May 3	Presentations & Discussion		
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\*Schedule may be adjusted according to classroom needs and university closures.