Course Description:

Since the 1970s, much of Spanish America like North America has witnessed the rise of indigenous revitalization movements, that have drawn upon international human rights discourses to make demands from nation-states for the recognition of their rights to territory, cultural difference, and political autonomy as “First Peoples.” These movements have gained a great deal of visibility as evident in accords such as the International Labor Organizations’ Convention No. 169, which details indigenous and tribal rights. Indigenous movements have also emerged precisely at a historical moment when more established movements based on class have declined throughout the hemisphere. This course traces these developments through the study of Native-state relations in Spanish America in the postcolonial period, using them to study the role of race in these societies. Over the course of this semester we will explore the conflicted meanings and practices of citizenship and nation in the region and how the silencing of indigenous histories of expropriation and exclusion, as well as ongoing struggles for restitution and recognition, have left colonial traces in even the seemingly most progressive national and revolutionary projects. Given the vastness of this topic, this course will be geographically selective focusing on three contrasting countries -- Mexico, Guatemala, and Chile.

Course Requirements:

This course is writing and reading intensive, and requires you to combine critical reading of primary and secondary sources with synthetic discussion and writing skills that challenge you to interpret the course materials independently, forming your own arguments and understandings of the narratives and events presented by the course.

Grading Breakdown:

- Two Essays, 8-10 pages in length: 30% (15% each)
- Journal Article Analysis (3 articles): 15% (5% each)
- Participation in Class Discussions: 25%
- Final Take Home Paper, 8-10 pages: 30%

Unit Essays: You will write two essays in this course. In your essays, you will be asked to develop an analytical argument from a set of questions, scenarios, or debates that I will give to you at the end of each unit. Your essays will be based on materials from this course including
readings, lectures and discussions. In addition to these materials, you will be able to incorporate a journal article (see below).

Journal Article Analysis: Over the course of each unit, you will be asked to research among selected journals for an article related to the course materials. You will then write a short critique and analysis (400-500 words) of that article. You will be able to incorporate this article into your essay.

Discussion Participation and Weekly Responses: Your success in this course and that of the course as a whole depends upon your active participation and attendance in class, and is weighted accordingly. As part of your weekly participation, you must submit a reading response of 250-350 words to the course webpage. Reading responses must be posted 24 hours before class discussion (by 1:30 pm each Thursday). Your participation grade will be based on attendance, the quality of your participation, and your weekly reading responses.

Final Take-Home Essay: At the end of this course, you will write a 8-10 page paper focusing on material from the last unit, but also drawing comparisons to both Mexico and Guatemala. You will be provided with questions for this paper at the end of the semester.

*You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of March 20th, 2013.

*Please approach me with any grade appeals or concerns as soon as possible. It is university policy that “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.”

Grading Scale:

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
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Course Policies

* I have a zero tolerance policy towards plagiarism and other forms of cheating. Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html) reads:

> The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this
penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

*If you would like your course work from the end of the semester please collect it early in the following semester. “Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.”

*Email: Please reserve email for quick, one-word-answer type questions only. A face-to-face conversation is more productive for substantive questions about course content, deadlines, concerns, etc. In these cases, we can talk before or after class, during my regular office hours or by appointment.

*Technology: Technology can be a powerful tool, but it can also be distracting. With this in mind, I welcome the use of computers or tablets to take notes during class. However, this is not licence to surf the web or facebook with your friends. I also request that during class discussion computers and other devices be put away. All cell phones, I-pods, and other devices must be turned off or silenced and stored away for the duration of class.

*Late Papers: Please contact me at least 48 hours in advance of the deadline in order to receive an extension. Papers not granted an extension and submitted late will receive a penalty of 2.5% each day it is late.

*Copying course materials: Lectures in this course are copyright of the professor. Please do not record or distribute lecture materials.

*Submission of Course Materials: All course materials must be submitted by the last day of classes, April 10th, 2013.

Readings:


Other readings available on Desire2Learn


Week 2: January 14, 16, 18th: From Indians to Campesinos: The Golden Age of the Mexican Revolution 1920-1968


Week 4: January 28th, 30th, and February 1st: The End of the Mexican Revolution: Chiapas to the return of the PRI, 1994-2012
EZLN “Demands at the Dialogue Table”; Subcomandante Marcos “The Long Journey from Despair to Hope” and Marián Peres Tsu “A Tzotzil Chronicle of the Zapatista...
Film: A Place Called Chiapas

*Journal Article Analysis due February 1st.

**Unit II: Guatemala**

Week 5: February 4th, 6th, and 8th: Liberal Authoritarianism, Racial Whitening, and Indigenous Nationalism 1871-1944  

Week 6: February 11th, 13th, and 15th: Race, Class and Revolution, 1944-1954  

*Paper Unit I due February 15th

**Midterm Break: February 18th-22nd**


Week 8: March 4th, 6th, and 8th: Neoliberal Multiculturalism, Maya Cultural Activism and the Post-war State, 1996-2012  

*Journal Article Analysis due March 8th.

**Unit III: Chile**
Week 9: March 11th, 13th, and 15th: Frontier War and the Limits of the Compromise State, 1880-1940

Week 10: March 18th, 20th, 22nd: From Popular Front to Popular Unity 1940-1973

*March 22nd: Paper Unit II Due

*March 20th: Last Day for Voluntary Withdrawal

Week 11: March 25th, 28th, March 29th -- University closed for Good Friday: Unraveling the Compromise State, 1973-1992

Week 12: April 1st, 3rd, 5th: Indigenous Revitalization and Market Growth, 1992- present
Film: Patagonia Rising

*Journal Article Analysis due April 5th.

Week 13: April 8 and 10th: Conclusions and Course Wrap-up

Readings on D2L
Winn, Peter. “The Furies of the Andes: Violence and Terror in the Chilean Revolution and