HISTORY 3750
INDIGENOUS PEOPLES IN MODERN LATIN AMERICA
WINTER 2016

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Office Hours: Mondays 12:30-1:30pm or by appointment
Class: MWF 9:30-10:30am

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 (2000-2500 words) in length: 50% (25% each)
Participation in Class Discussions: 20%
Final Take Home Exam, 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.
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 on UM Learn. 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 Exam: 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. It will be due back on *You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of March 18th.

*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:

A+ 88-100%   A  80-87%  B+ 75-79%  B  70-74%  C+ 65-69%  C  60-64%  D  50-59%  F  0-49%

Course Policies

* I have a zero tolerance policy towards plagiarism and other forms of cheating. The section on “Academic Integrity” 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_resources/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. Also, you are responsible for checking your university email on a regular basis.

*Technology offers us many exciting resources for learning. However, unless we use laptops in specific exercises, research suggests that we benefit more from using them outside than inside the classroom. A recent study from psychologists at York University concludes that students who use laptops in classrooms do “11% worse on comprehension tests” than those who did not, while those who could see a neighbor’s laptop screen fared 17% worse on tests than students who could not.* This disadvantage equals one to two whole letter grades. Yikes! The researchers concluded that we often overestimate our capacity to effectively multitask and laptops unintentionally distract those around us. Therefore, to promote a productive learning environment, laptops will not be allowed in lecture or discussion. Finally, all cell phones, ipods, 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 8th, 2016.
**Student resources**

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): [http://umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/) The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)). The History department will also make a writing tutor available exclusively to History students in the department on two days of the week. More information about scheduling etc TBA.

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: [http://umanitoba.ca/student/studentlife/index.html](http://umanitoba.ca/student/studentlife/index.html)

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra, tailored just for you! They are available on the Libraries page at this link: [http://libguides.lib.umanitoba.ca/content.php?pid=219304](http://libguides.lib.umanitoba.ca/content.php?pid=219304)

**Readings (available at the UM Bookstore):**


Other readings are available on UM Learn

**Week 1: January 6th and 8th:** Introduction

*No class Friday January 8th, professor away at professional conference. Begin readings for next week.

**Week 2: January 11th, 13th, and 15th:** Revolution, Indigenous Peripheries, and the Consolidation of the Mexican Postcolonial State, 1880-1917.


**Week 3: January 18th, 20th, and 22nd:** The Golden Age of the Mexican Revolution 1917-1968
Readings: Eiss, In the Name of the Pueblo, pgs.105-185.

Readings: Eiss, In the Name of the Pueblo, pgs. 187-275

Week 5: February 1st, 3rd, and 5th: The End of the Mexican Revolution: Chiapas to Drug Cartels, 1994-2015
Readings:
Film: A Place Called Chiapas

Unit II: Guatemala

Week 6: February 8th, 10th, and 12th: Liberal Authoritarianism, Racial Whitening, and Indigenous Nationalism 1871-1944
Readings: Daniel Wilkinson, Silence on the Mountain, pgs. 3-79.

Mid-term Break February 15th-19th

Week 7: February 22nd, 24th, and 26th: Race, Class, and Revolution, 1944-1954
*Draft of Unit I Essay due in class on February 26th


*Essay Unit I due March 4th

Week 9: March 7th, 9th and 11th: Neoliberal Multiculturalism, Maya Cultural Activism and the Post-War State, 1996-2015

Unit III: Chile

Week 10: March 14th, 16th, and 18th: Frontier War and the Limits of the Compromise State, 1880-1940

* March 18th: Last day for voluntary withdrawal

Week 11: March 21st, 23rd, and 25th: From Popular Front to Popular Unity 1940-1973

* Draft of Unit II Essay Due in class March 25th
Week 12: March 28th, 30th, and April 1st:: Unraveling the Compromise State, 1973-1992

*Essay Unit II Due April 1st*


Readings on UMLearn


