

Anthropology 286

Topics in Regional Anthropology: Indigenous South America

Winter 2017

MWF 1 -1:50 pm

Tory 1-05

Professor Kathleen Lowrey

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14-13 Tory Building

Office hours: Fridays 2-3 pm and by appointment

Objectives

This course is an introduction to South America's diverse Amerindian cultures. We begin with the traditional geographical / culture area classifications (Amazon, Andes, Chaco, Pampas, Circum-Caribbean, Pacific Coast). We will learn how anthropologists have shifted from topographical to historical accounts of native cultural diversity in South America. Finally, we will consider the emergence of self-conscious and politically informed treatments of these same themes by South America's indigenous peoples themselves.

We will discuss: 1) the long historical inter-relationship between Western & Amerindian society and philosophy; 2) why identity has become an increasingly important category for contemporary indigenous peoples; 3) the special problems that property rights (in both culture and land), urbanization, and environmental degradation present for indigenous peoples in South America today and 4) the relevance of anthropology to South American indigenous peoples.

The course draws on physical anthropological and archaeological findings; the accounts of the first colonial adventurers, administrators, and missionaries to travel in South America from the 16th century onward; on documents produced by travelers and anthropologists from the 19th century to the present; and, finally, on literature written both by and about the participants in indigenous social and political movements across the twentieth century and up to the contemporary moment.

By the end of the course, students will obtain a thorough overview of the ecological and cultural diversity of the South American continent. They should be able to label a political map of South America and have a general sense of the social and historical trends shaping its contemporary appearance. Students should be able to name the three largest native language groups in South America, identify their regional distributions, and have at least a passing familiarity with several smaller language groups.

Participants will become knowledgeable about the inter-relations among race, resources, and technology that have shaped politics and civil society in South America in particular and the Americas more generally. Students will be better able to understand, evaluate, and participate in contemporary discussions of identity politics; intellectual/cultural property and traditional knowledge rights; land and natural resource rights; environmental politics, and indigenous revitalization movements in the Americas and across the globe. They will gain a sense of the cultural richness and historical trajectory of the South American experience, and will be prepared to make informed comparisons about commonalities and differences within the American experience, North and South.

Evaluation

There will be a midterm and a final. You will also hand in five 750 word response papers during the semester. Readings are divided into 5 sets; you can write a response to any reading within that set and hand it in any time up to the due date for that set. These response papers will be graded on a 10 point scale. Up to 3 points for spelling, grammar, and prose style. Up to 3 points for demonstrating evidence of having completed and understood the reading. Up to 3 points for making an analytical effort that goes beyond summarizing the reading. A final point may be awarded for general excellence.

Midterm:	25 points (50 m/c questions, worth ½ point each)
Final:	25 points (as above)
One-page response papers:	50 points (10 points apiece; 5 during the semester)
TOTAL:	100 points

Attendance philosophy: “Ninety percent of life is just showing up” - Woody Allen.

Contact policy: I welcome in-person conversations. I answer email during weekdays, but not in the evening, on weekends, or on holidays. Email is for questions requiring a yes or no answer or to set up appointments to see me in person if you can’t make my office hours.

Required texts: The following required texts are available for purchase at the campus bookstore

- Mann, Charles C. (2005) *1491: New revelations of the Americas before Columbus*
- Weismantel, Mary (2001) *Cholas and Pishtacos: Stories of Race and Sex in the Andes*

Schedule

WEEK ONE	Introduction: from topography to history on the “least known continent”
Monday 1/9	Course overview Caetano Veloso, “Soy Loco por ti América” Calle 13, “Latinoamérica” http://blog.pucp.edu.pe/item/177700/per-kumbarikira-video-protagonizado-por-menores-kukama-al-rescate-de-su-lengua
Wed 1/11	Métraux, Alfred. (1946). “Chiriguano and Chané” <i>from</i> Julian Steward, ed. <u>Handbook of South American Indians</u> , vol. III: The Tropical Forest Tribes. *eclass
Fri 1/13	Frank Salomon and Stuart Schwartz, eds. (2000) “Introduction” to the <u>Cambridge History of the Native Peoples of the Americas</u> , South America. *eclass (I)
WEEK TWO	The first chroniclers: Atlantic Coast and the Andes
Mon 1/16	Staden, Hans (1557). <u>The True History of His Captivity</u> . *eclass. (I)
Wed 1/18	Guaman Poma de Ayala, Felipe (1615) <u>Nueva Corónica y Buen Gobierno</u> (no reading; lecture only)
Fri 1/20	Check out (*eclass) https://www.theguardian.com/world/2016/oct/25/peru-royal-pedigree-inca-empire-history https://www.theguardian.com/cities/2015/mar/25/cusco-coricancha-temple-history-cities-50-buildings
WEEK THREE	1491 and before: the evidence from archaeology
Mon 1/23	Mann, Charles C. (2005) <u>1491</u> . chapters 1, 3, and 4. (I)
Wed 1/25	Mann, <u>1491</u> . chapters 5, 9, and 10. (I)
Fri 1/27	Weismantel, Mary. (2004) “Moche sex pots: Reproduction and temporality in ancient South America.” <i>American Anthropologist</i> 106(3): 495-505. (II)
<hr/> Round One Responses Handed in by or before Friday January 27 th	
WEEK FOUR	Culture and history in colonial South America
Mon 1/30	Clastres, Pierre (1974) “Society Against the State” *eclass (II)
Wed 2/1	Gow, Peter (1994) “River People: Shamanism and history in Western Amazonia” <i>from</i> Caroline Humphrey and Nicholas Thomas, eds. <i>Shamanism, History, and the State</i> . *eclass (II)
Friday 2/3	Viveiros de Castro, Eduardo (2012). <i>The inconstancy of the Indian soul: the encounter of Catholics and cannibals in sixteenth century Brazil</i> . (no reading, lecture only). Zipoli.
<hr/> Round Two Responses Handed in by or before Friday February Third	
WEEK FIVE	Neo-imperialism, the colonial mirror, and “Andeanism”
Mon 2/6	Galeano, Eduardo. (1973) <u>The Open Veins of Latin America: five centuries of the pillage of a continent</u> . (Selections) *eclass (III)

- Wed 2/8** Taussig, Michael. (1984) "Culture of Terror – Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture" *Comparative Studies in Society and History* 26 (3): 467-497. **(III)**
- Fri 2/10** Starn, Orin. (1991) "Missing the Revolution: Anthropologists and the War in Peru" *Cultural Anthropology* 6(1): 63-91. **(III)**

Round Three Responses Handed in by or before Friday February 10th

- WEEK SIX** **Coca, Operation Condor, and the era of dictatorships**
- Mon 2/13** Madeline Barbara Leons and Harry Sanabria, eds. (1997) *Coca, Cocaine, and the Bolivian Reality*. (no reading, lecture only).
- Wed 2/15** **MIDTERM**
- Fri 2/17** Goñi, Uki (various dates): reporting in *The Guardian* *eclass
- WEEK SEVEN** **Winter reading week**
- Film recommendations: *How Tasty Was My Little Frenchman* (1971), *Missing* (1982), *The Mission* (1986), *Our Brand is Crisis* (2005), *No* (2012). Highly praised but.. well, ask me for my take: *El Abrazo de la Serpiente* (2016)
- WEEK EIGHT** **Evo Morales**
- Mon 2/27** *Cocalero* (2007) (film)
- Wed 3/1** *Cocalero* continued
- Fri 3/3** Discussion: the "Pink Tide" / "leftward turn" in the early 2000s; partial reversal since 2015.
- WEEK NINE** **Race and Sex in the Andes**
- Mon 3/6** Weismantel, Mary. (2001) *Cholas and Pishtacos* **(IV)**
- Wed 3/8** Weismantel, Mary. (2001) *Cholas and Pishtacos* **(IV)**
- Fri 3/10** Weismantel, Mary. (2001) *Cholas and Pishtacos* **(IV)**

Round Four Responses Handed in by or before Friday March 10th

- WEEK TEN** **Demography and politics in Amazonia**
- Mon 3/13** McSweeney, Kendra and Shahna Arps. (2005) "A 'Demographic Turnaround': The rapid growth of indigenous populations in lowland Latin America." *Latin American Research Review* 40 (1): 3-29.
Carneiro da Cunha interview on "demographic volatility"
Made to go together to see Milton Roldán's artwork
- Wed 3/15** Conklin, Beth and Laura Graham. (1995) "The Shifting Middle Ground: Amazonian Indians and Eco-Politics" *American Anthropologist* 97 (4): 695-710. **(V)**
- FRI 3/17** Turner, Terence. (1991) "Representing, resisting, rethinking: historical transformations of Kayapó culture and anthropological consciousness." *From George Stocking, ed. Colonial Situations: Essays on the Contextualization of Ethnographic Knowledge*. *eclass **(V)**
- WEEK ELEVEN** **The head and the heart in lowland South America**
- Mon 3/20** Viveiros de Castro, Eduardo. "Cosmological Deixis and Amerindian Perspectivism" (1998) *Journal of the Royal Anthropological Institute* 4(3): 469-488. **(V)**
- Wed 3/22** Overing, J., & Passes, A. (2000). Introduction: Conviviality and the opening up of Amazonian anthropology. In J. Overing & A. Passes (Eds.), *The Anthropology of Love and Anger. The aesthetics of conviviality in Native Amazonia*. *eclass **(V)**
- Fri 3/24** *When Two Worlds Collide* (2016) (film)

Round Five Responses Handed in by or before Friday March 24th

WEEK TWELVE	The Yanomami Controversy
Mon 3/27	Sahlins, Marshall. (2000) "Jungle Fever" <i>Washington Post Book World</i> : Dec. 10 p. X.01
Wed 3/29	<i>Secrets of the Tribe</i> (2010) (film)
Fri 3/31	Finish film, discussion
WEEK THIRTEEN	Thinking continentally, thinking hemispherically
Mon 4/3	Lowrey, Kathleen. (2012) "Indigenous South America" In Richard Fardon, John Gledhill, Olivia Harris, Trevor Marchand, Mark Nuttall, Cris Shore, and Richard Wilson, eds. <i>A Handbook of Social Anthropology</i> . Association of Social Anthropologists of the United Kingdom and Commonwealth. Pp. 472-486. *eclass
Wed 4/5	Isabelle Combès, Diego Villar, and Kathleen Lowrey (2009) "Comparative studies and the South American Gran Chaco." <i>Tipiti: Journal of the Society for the Anthropology of Lowland South America</i> 7(1): 67-100.
Fri 4/7	<i>The Motorcycle Diaries</i> (2004) (film)
WEEK FOURTEEN	Soy loco por ti América
Mon 4/10	<i>The Motorcycle Diaries</i> continued
Wed 4/12	Final exam

Enjoy your summer!

Required Notes:

"Policy about course outlines can be found in Section 23.4(2) of the University Calendar."

Academic Integrity

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

Learning and working environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [23.3\(1\)](#) and [23.5.6](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Specialized Support & Disability Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; www.ssds.ualberta.ca).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the following grading scale. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course. When applied to the semester’s work as a whole:

100, 99, 98:	A+	Consistently outstanding standard of work
97, 96, 95, 94:	A	Excellent work
93, 92, 91, 90:	A-	Very good work
89, 88, 87, 86:	B+	Good work
85, 84, 83, 82:	B	Average work
81, 80, 79, 78:	B-	Acceptable work
77, 76, 75, 74:	C+	Below standard work
73, 72, 71, 70:	C	Markedly below standard work on more than one assignment
69, 68, 67, 66:	C-	Consistently below standard work
65, 64, 63, 62:	D+	Bad work or missed work
61, 60, 59, 58:	D	Consistently bad work or consistently missed work
57, 56, 55, 54:	D-	Unacceptable work on several assignments, or (usually) several missed assignments
53 and below:	F	Consistently unacceptable work, or (usually) preponderantly missed work