

**SPA 4565H**  
**Latin American indigenous literatures and cultures**  
**CULTURAS INDÍGENAS DE AMÉRICA LATINA**

**Spring 2020**  
**T/Th 12:45-2:05 p.m.**  
**Hagerty Hall 159**

Professor: Michelle Wibbelsman  
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**COURSE DESCRIPTION**

¡Bienvenidos a la clase! Welcome to the class! This course explores indigenous cultures throughout Latin America in historical, geographical, social, cultural and political contexts. We begin with a general overview of Latin America and a collage of images of indigenous peoples in this part of the world accompanied by reflections in their own words about their realities, struggles, celebrations and cultural expression. The first part of the course focuses on pre-Hispanic civilizations, namely the Inka, Maya and Aztec empires, up to the point of the European Invasion and Colonial Encounter. The second part of the course centers on contemporary indigenous communities in the context of Latin American nation-states and considers processes of continuity and change in the twentieth and twenty-first centuries. In our efforts to understand more about indigenous peoples of Latin American, along with both their uniqueness and the diversity they represent, we will include topics on indigenous oral traditions, literatures, ritual practices, myths, religions, musical production and performances, social relations, politics, and other forms of expressive culture. We will explore the extraordinary cultural combinations that emerge from Latin America's tripartite indigenous, Iberian and African heritage. Important concepts and themes we will introduce and discuss throughout the semester include indigenous cosmovision, syncretism, hegemony, cultural reification, ethnogenesis, identity politics, ethnic resistance and revitalization, transnationalism, globalization, migration, diaspora, cosmopolitanism, cultural continuity and social transformation.

For students interested in pursuing further work on Latin America, this course provides an introduction to useful terms and concepts applicable to continuing coursework across a range of disciplines. For all students this course offers a glimpse at the broad spectrum of human societies and fosters critical awareness, from a position of cultural humility, of other societies, of our own, and of the complex connections and histories that link us together.

**COURSE STRUCTURE**

This course offers a combination of lectures, class discussions, and class projects and presentations in Spanish, with an emphasis on interactive class participation. As the professor, I can offer my experience in guiding an interesting discussion and signaling critical topics for

analysis. However, I also expect that we will learn from each other drawing on your diverse academic backgrounds and experiences. I do not expect you to necessarily agree with me in your interpretations of the material. Your participation will be evaluated based on your engagement with readings, lectures, films and discussion. I expect you to form your own educated opinion. This also means supporting your position based on class materials and working to articulate your thoughts in Spanish. Feel free to bring in outside readings, literature and cultural experiences as the topics we discuss resonate with materials and information you come across outside of this class.

## **REQUIRED COURSE READINGS**

A selection of required readings available to students through CARMEN. **Readings are to be done prior to the class period for which they are assigned.** (In other words, if readings are assigned for Tuesday, finish the readings before that Tuesday and come to class prepared to discuss the assigned readings).

CARMEN is a Web-based course management system with password-protected access. If you run into any problems using CARMEN, you can get help by writing to [carmen@osu.edu](mailto:carmen@osu.edu) or calling 614.688.4357 (688-HELP) (V), 614.688.8743 (TDD) for assistance.

## **COURSE GOALS AND LEARNING OUTCOMES**

1. To become familiar with a range of indigenous cultures in Latin America.
2. To understand how indigenous cultures past and present have influenced, and have been influenced by, the larger social and cultural processes that have shaped Latin America.
3. To develop an awareness of the role indigenous cultures can play in social and cultural development more generally, and an ability to think critically about such relations.
4. To develop, from a position of cultural humility, an appreciation for and ability to engage with indigenous epistemologies—knowledge and ways of making knowledge.
5. To gain a general grasp of decolonial approaches and how they inform issues of representation, identity, participation, theorizing and teaching about indigenous cultures.
6. To demonstrate improving abilities and skills in written and oral expression in Spanish.

## **COURSE REQUIREMENTS:**

**Attendance and Participation:** (20 %) Students enrolled in this course commit to coming to class prepared to make contributions based on the readings. Attendance and participation will count for 20% of your final grade and will be calculated as follows:

1. Attendance (10%) I will keep track of attendance. Tardy entries and early exits from class will be noted, and marked as absences.
2. Participation (10%) Your active participation in class and attention to/interaction with your peers will earn you 10% of the final grade.

**Assigned readings should be completed prior to coming to class the day for which they are scheduled.** Readings are intended to supplement the material presented in class and will serve as a basis for discussions. **Students should come prepared with one or**

**two questions, or one or two comments in writing based on readings to share with the class as part of their participation grade.**

**Exams:** (20%) There will be two exams during the semester, each worth 10% of your final grade. Exams will draw on readings, lecture information (which may or may not be included in the assigned readings), class discussions. Please be sure to mark the dates for exams on your personal calendars. The final exam will not be comprehensive. **\*As a general rule, I do not offer makeup exams.**

Exámen 1: Jueves 03/05

Exámen 2 (Exámen Final): Jueves 04/23 2:00-3:45 p.m.

**Summary and Critical analysis of two activities:** (30%). Students will participate in two (2) activities and write a short three (3) page paper in Spanish on each. Each worth 15% of your final grade. We will make time to share some of these experiences with the class. You might choose one sustained activity over the course of the semester and a second single event activity like attending a panel, exhibit, workshop or other presentation related to the theme of our class. Here are some options:

- The K'acha Willaykuna Andean and Amazonian Indigenous Arts and Humanities Collaboration <https://globalartsandhumanities.osu.edu/cross-disciplinary-research-focus-areas/immobility/kacha-willaykuna> will be coordinating various events with indigenous artists and/or on Latin American indigenous topics that you can choose from.
- Participation in the OSU Andean Music Ensemble (1 credit hour; Thursdays 10:20-12:25; SPA 2208.22) can count as one of these activities (with report and paper due for 4565H)
- Several Working Groups and Reading Groups are open for participation including:
  - Andean and Amazonian Indigenous Art and Cultural Artifact Collection –Student Curator Group
  - Knowledge Equity and Indigenous Legacy Preservation Working Group
  - Decoloniality Reading Group (meets Fridays 9:30-10:30)
  - K-12 Outreach on Indigenous Peoples of Latin America –participation in developing educational materials and activities, other outreach opportunities
- Other CLAS and SPPO events related to the theme of indigenous peoples of Latin America. The Center for Latin American Studies at OSU <http://clas.osu.edu/> is a great place to check for activities, events, film series, lectures and more!
- Report on participation in a cultural organization or group in town involving Latin American indigenous cultures (music group, dance group, others)
- Summary and critical review of a cultural event in town on subjects pertinent to the class
- Summary and critical review of a conference panel or speaker event on subjects pertinent to the class

- Other topics/activities in consultation with professor

Please avoid doing two of the same activities.

Each short paper and presentation will be worth 15% of your final grade. There will be two times during the semester when your co-curricular activities papers and presentations are due. Due dates to be announced. I will post additional guidelines regarding the format of the short papers on CARMEN. **It is critical that these papers demonstrate that you understand and can apply concepts and vocabulary explored in class.**

Student Project: (30%) Each student will choose one indigenous population of Latin America or one topic to explore in more depth. You will be required to write a 7-8 pg. paper based on a minimum of five sources and present your project to the class. You may already have an area or population of interest. Or you may need ideas and/or guidance on sources. I will circulate topics sign-up sheets once the semester is underway and make time during office hours to meet with students about their projects. I will post additional paper and presentation guidelines on CARMEN. **Final project papers due 04/16.**

General student responsibilities: **Students are expected to read the course syllabus carefully, refer to, and heed its policies throughout the term.** Students should also refer to the Student Handbook for OSU policies and procedures. In addition, students are expected to come to class with an open mind, regularly attend class, arrive on time, come prepared, stay in class for the duration of the period, participate actively in class, be considerate of other students, observe deadlines for all assignments, and take advantage of the professor's availability during office hours for additional help. I encourage you to visit me during office hours.

Professor responsibilities: On my part, as instructor for this course, I commit to treating students fairly and equitably, provide timely, constructive feedback, make myself available during office hours for additional help, advise students about academic support services available to them should they need them, hold students accountable for meeting course requirements as specified, teach this course to the best of my ability to ensure fulfillment of the Course Goals and Learning Objectives outlined.

Important Dates: Please see the Office of the Registrar <http://registrar.osu.edu/> for important dates regarding course adds/drops, etc.

## **CLASS POLICIES:**

Office Hours: My office hours are posted at the top of the syllabus. If my office hours conflict with your schedule, you can contact me via e-mail for an appointment.

### Grading Policy :

- 10% - Attendance class
- 10% - Participation class
- 10% - Test 1
- 10% - Test 2

30% - Course co-curricular activities short papers and presentations (15% each)  
30% - Course project

**Total**                    **100%**

**Deadlines: Assignments are due in class on the day specified. Work not turned in on the due date in class is subject to point reduction (2% pts off the final course grade per day late).**

General Guidelines for Grading:

A= 93-100, A- = 90-92

Demonstrate fluency with the course concepts including independent thought beyond the bounds of the coursework (Range of Good to Excellent)

B+ =88-89, B= 83-87, B- = 80-82

A complete grasp of the concepts and an ability to apply them (Range of Good to Excellent)

C+ =78-79, C= 73-77, C- = 70-72

Middling grasp of the course material demonstrated by an ability to repeat the material, as by rote (Range of Acceptable to Good to Excellent)

D+ = 68-69, D = 63-67, D- = 60-62

An incomplete or tenuous understanding of the material (

E=0-59

Failing

**Attendance:** Regular attendance is expected and critical to completing the course successfully. In addition to material in the readings, students will be responsible for information covered in class lectures **and discussions**. I will document attendance. Please keep in mind that this course is heavily focused on attendance and participation (20% of your final grade).

**Unexcused absences are subject to a hefty grade-point penalty. No more than three unexcused absences are permitted per semester. If you miss more than three classes without prior communication with the professor, you will not receive a passing grade for this course. Written validation will be necessary for other absences, i.e. medical emergency or legal appearance. Two unexcused absences during the semester from class will result in an automatic drop of one letter grade for the course. (In other words, if you accumulate two unexcused absences, an “A” would become a “B”, a “B” would become a “C,” and so forth). Three unexcused absences from class will be considered excessive absences for the course and result in a recommendation to withdraw from the course or receive a failing grade.**

- Documentation for excused absences must be presented to professor as soon after the absence as possible and at most within two (2) weeks of the absence.
- Requests for an excused absence due to disability will be evaluated individually.
- **Student-athletes** who anticipate missing class meetings due to participation in competition will need to provide advance notice of absences to their instructor at the beginning of the semester. You will need to present a letter from your coach and a

competition schedule, highlighting scheduled class meetings in conflict with competition dates. In addition, as the semester progresses, you will be responsible for reminding me, both by e-mail and in person, of each upcoming absence. Failure to do this will result in penalty per usual for absences. In addition, student-athletes will be responsible for submitting all assignments on time (or early) and for initiating advance arrangements for conflicting tests.

- Please check with me in advance regarding other types of anticipated absences, such as religious holidays, conference participation or other.

Classroom Etiquette: I expect your full attention and active participation during class. **Please turn off all cell phones and other electronic devices before coming to class.** Because of problems with students surfing the web during class, **I do not allow use of laptops in my classes.** It goes without saying that no music headsets are allowed either (during regular class period or during tests). I encourage open discussion and scholarly debate in an atmosphere of respect and consideration for your classmates and the professor.

E-mail is the official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-sensitive.

Students with Disabilities: The Ohio State University is committed to the full inclusion of all qualified individuals. As part of this commitment, policies and procedures will ensure that persons with disabilities are not subjected to discrimination or denied full and equal access to programs (academic, co-curricular or employment), activities, benefits or services offered by the university on the basis of their disability.

If you require special accommodations, please note that you are responsible for initiating this process. “Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Please contact the Office of Diversity and Inclusion:

ADA Coordinator’s Office, [ada.osu.edu/](http://ada.osu.edu/)

Disability Services, [ods.ohio-state.edu/](http://ods.ohio-state.edu/)

Integrated Disability, [hr.osu.edu/benefits/db\\_integrateddisability.aspx](http://hr.osu.edu/benefits/db_integrateddisability.aspx).

Student	Disability Services,	614-292-3307	<a href="mailto:ods@studentlife.osu.edu">ods@studentlife.os</a>
accommodation	Office of Student	VRS 614-429-1334	<a href="http://u.edu">u.edu</a>
requests	Life		<a href="http://ods.ohio-state.edu/">ods.ohio-state.edu/</a>

Please remind me not more than 5 business days before an exam of any testing accommodations you will need.

**The Ohio State University Code of Student Conduct:** “The code of student conduct is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university’s students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.” (B/T 4/6/2012)

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

I will strictly adhere to the code of student conduct as defined by the University. Please review <http://trustees.osu.edu/rules/code-of-student-conduct/3335-23-04.html> for prohibited conduct at OSU. You can also consult the OSU Student Policies and Procedures Handbook for a full range of definitions and penalties. In terms of academic integrity, I expect full credit/citation to be given to works you draw from (including Internet sources). Please consult with me if you have any doubts. Assignments submitted are further subject to review through online tools that check for plagiarism and for use of online translation tools. I expect original work.

**Resources for Learning & Life at OSU:** In addition, The Ohio State University has numerous resources for students to provide assistance and support for your learning. I encourage you to use these resources. They are excellent and can make a real difference in the quality of your experience not only for this class but for your student career. The Office of Student Life <http://studentlife.osu.edu/> can direct you to valuable resources including learning centers, writing centers, counseling and mental health assistance, career exploration advisors, and student emergency services.

### **HORARIO DE CLASES**

(sujeto a cambios o revisions)

<b>SEMANA 1</b>	<b>ORIENTACIÓN AL CURSO</b>
Martes 01/07	Orientación general al curso: Culturas indígenas de América Latina—temas generales y debates
Jueves 01/09	Colage de imágenes e impresiones desde el punto de vista de sus protagonistas
Leer:	Maruice Lemoine y Christophe Kuhn <i>Pueblos Indios de América Latina</i> parte 1 y 2
<b>SEMANA 2</b>	<b>PUEBLOS INDIOS DE AMÉRICA LATINA Y CONTEXTO GEOGRAFICO</b>

- Martes 01/14 Colage de imágenes e impresiones desde el punto de vista de sus protagonistas  
Leer: Maruice Lemoine y Christophe Kuhn *Pueblos Indios de América Latina* parte 3
- Jueves 01/16 Contexto histórico y geográfico  
Leer: Marie Price “Latin America: A Geographic Preface” capítulo 2 en *Understanding Contemporary Latin America*
- SEMANA 3  
Martes 01/21 CONTEXTO HISTÓRICO Y CONTEMPORÁNEO  
Leer: Contexto histórico y geográfico continuado  
Marie Price “Latin America: A Geographic Preface” capítulo 2 en *Understanding Contemporary Latin America*
- Jueves 01/23 Película en clase *También la lluvia*. \*Profesora ausente para un taller de profesores en el Centro de Estudios Latinoamericanos.
- SEMANA 4  
Martes 01/28 GUARDIANES DE LA TIERRA  
Leer: Relación de los pueblos indígenas con la naturaleza  
*The Falling Sky* “Words Given” y capítulo 23  
  
Selección de grupos pequeños y lecturas para el jueves.
- Jueves 01/30 Trabajo en grupos pequeños / Discusión general semanas 1-4  
Leer: Selección capítulos de *Los Guardianes de la Tierra: Los indígenas y su relación con el medio ambiente*  
OR  
capítulos 1-3 en Juan van Kessel y Horacio Larraín Barros *Manos Sabias para Criar la Vida*
- SEMANA 5  
Martes 02/04 MÁS ALLÁ DE LA TIERRA, EL COSMOS Y EL PLURIVERSO  
Leer: *Ichanu’s Drum*  
Selección Lawrence Sullivan *Ichanu’s Drum: An Orientation to Meaning in South American Religions*
- Jueves 02/06 *Ichanu’s Drum*  
Leer: Selección Lawrence Sullivan *Ichanu’s Drum: An Orientation to Meaning in South American Religions*
- SEMANA 6  
Martes 02/11 CIVILIZACIONES PREHISPANAS  
Leer: Pueblos originarios  
Benjamin Keen Capítulo #1 “Ancient America” en *A History of Latin America*  
  
Selección grupos pequeños y lecturas



Jueves 02/13  
Leer en línea: <http://www.mexicodesconocido.com.mx/el-mitico-camino-de-aztlan.html>  
<http://www.mexicodesconocido.com.mx/huitzilopochtli.html>  
<http://www.mexicodesconocido.com.mx/coatlicue.html>  
<http://www.mexicodesconocido.com.mx/el-mito-del-regreso-de-quetzalcoatl.html>

presentaciones/discusión grupos pequeños

SEMANA 7  
Martes 02/18  
Ver en clase: CIVILIZACIÓN MAYA  
Introducción a la cultura maya  
Video “The Maya: Temples, Tombs and Time” or “Lost Kingdoms of the Mayas”

Jueves 02/20  
Leer: Popol Vuh—Mayan Book of the Dawn of Life  
Selección : *Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life*. Trans. & Intro. by Dennis Tedlock. SiLunes & Schuster: Rev.ed., 1996 (en español, *Popol Vuh. Las Antiguas historias del Quiché*. Trad. Intro y notas por Adrián Recinos. Fondo de Cultura Económica, 2003) Online via SPPO.OSU.EDU/research

(Opcional Video: Popul Vuh --Quiche Modes of Knowing and Telling: Oral Visual and Written: Ancient and Modern Visions

Visita posible a OSU Rare Books and Manuscripts Library colección de códices mayas.

SEMANA 8  
IMPERIO INKA

Martes 02/25  
Leer: Guaman Poma de Ayala  
Selecciones: Felipe Guaman Poma de Ayala. *La Primer Nueva Corónica y Buen Gobierno*. Rolena Adorno y John Murra, eds. Siglo XXI  
.digitalizada a partir del ms. original de la Biblioteca Real de Dinamara en <http://www.kb.dk/elib/mss/poma/>

Jueves 02/27  
Leer: Ontologías indígenas  
Carolyn Dean – A Culture of Stone “Introduction” and “Rock and Remembrance”

SEMANA 9 Martes 03/03 Leer:	<p>IMPERIO INKA Epistemologías indígenas --literaturas e historiografías alternativas Selection: Gary Urton <i>Signs of the Inka Khipu: Binary Coding in the Andean Knotted-String Records</i> OR Denise Arnold Selección <i>The Metamorphosis of Heads</i></p>
Jueves 03/05	Primer Exámen
SEMANA 10	SPRING BREAK 03/09 - 03/13
SEMANA 11 Martes 03/017 Leer:	<p>INVASIÓN EUROPEA Y ENCUENTROS COLONIALES Benjamin Keen Capítulo # 3 comenzando en la pg. 64 “The Conquest of America” en <i>A History of Latin America</i>  Michel-Rolph Trouillot Capítulo 4 pgs. 108-119 “Good Day Columbus” en <i>Silencing the Past: Power and the Production of History</i></p>
Jueves 03/19 Leer:	<p>Perspectiva indígena de la conquista Marc de Civrieux “Introduction” <i>Watunna: An Orinoco Creation Cycle</i></p>
SEMANA 12	FORMACIONES NACIONALES Y CONTEXTO GLOBAL
*comenzamos las presentaciones de proyectos finales (2-3 por cada sesión de clase)	
Martes 03/24 Leer:	<p>Naciones Latinoamericanas--Contextos étnicos, raciales y de clase Escoger 1 de las siguientes 3 opciones: -Thomas C. Holt “The First New Nations” en <i>Race and Nation in Modern Latin America</i> -Peter Wade “Afterword: Race and Nation in Latin America: An Anthropological View” en <i>Race and Nation in Modern Latin America</i> -James Sanders “Belonging to the Great Granadan Family: Partisan Struggle and the Construction of Indigenous Identity and Politics in Southwestern Colombia, 1849-1890” en <i>Race and Nation in Modern Latin America</i></p>
Jueves 03/26 Leer	<p>Pueblos Indígenas y Contexto Global Allison Brysk Selección <i>From Tribal Village to Global Village: Indian Rights and International Relations in Latin America</i></p>

SEMANA 13

CULTURAS INDÍGENAS CONTEMPORÁNEAS

Martes 03/31

Leer:

Alessandra Foletti Castegnaro Selección *Tradición oral de los quichuas amazónicos*

selección: Whitten y Whitten *From Myth to Creation*

Jueves 04/02

Leer:

Wibbelsman, “Andean and Amazonian Material Culture and Performance Traditions as Sites of Indigenous Knowledges and Memory” in *TRANSMODERNITY: Journal of Peripheral Cultural Production of the Luso-Hispanic World Special Issue: Indigenous Knowledges and Sites of Indigenous Memory*. Guest editor Arturo Arias, Spring 2017 (7:1)  
<https://escholarship.org/uc/item/5223g28c>

SEMANA 14

CULTURAS INDÍGENAS CONTEMPORÁNEAS Y REFLEXIONES FINALES

Martes 04/07

Leer:

Sebastián Calfuqueo Aliste  
Calfuqueo Aliste/Flores *Donde No Habito / Chew Ñi Mülenon*

Leer en línea:

<https://sebastiancalfuqueo.com/>

Jueves 04/09

Leer:

Wibbelsman “Northern Andean Cosmology and Otavalan Hip Hop” in *The Andean World*, edited by Kathleen Fine-Dare and Linda Seligmann. Routledge, 2019.

SEMANA 15

PRESENTACIONES --PROYECTOS FINALES Y REFLEXIONES SOBRE EL CURSO

Martes 04/14

Presentaciones

Jueves 04/16

Presentaciones  
Último día de clases  
Entrega de proyectos finales

SEMANA DE EXÁMENES

Jueves 04/21

Reading Day

Jueves 04/23

Exámen Final (Segundo Exámen) SPA 4565H 2:00-3:45 p.m.

