

Indigenous Peoples in Contemporary Peru
IAS 3940-030, Journey to Latin America, Summer 2018

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COURSE DESCRIPTION: This course offers an introduction to the contemporary challenges and transformations that the Indigenous peoples of Peru are currently experiencing. Course texts – both written and visual – explore the historical forces that have created, as well as the current forces now creating, the peoples, places and processes in three key regions of Peru: 1) the coastal capital city of Lima, 2) Cusco, a city at the heart of the Andean highlands, and 3) river communities in the Amazonian region. These course materials operate in tandem with a month-long field study class that provides opportunities to experience these places, to meet and talk with some of these people, and to witness parts of the processes shaping their lives.

MAIN GOALS OF THIS COURSE

- Learning to discern the impacts of racism and discrimination that have shaped – and continue to share – social hierarchies in Peru (and elsewhere)
- Developing an appreciation for the need to listen to what marginalized communities have to say, as well as basic skills for doing so
- Recognizing and respecting the ways that Indigenous communities and organizations have resisted and responded to oppression, and in the process, shaped—and continue to shape—the institutions and resource extraction practices that distinguish contemporary Peru
- Seeing how the economic processes and cultural politics of social transformation are gendered

ASSIGNMENTS & ASSESSMENTS: Before going abroad, students are expected to prepare for their trip to Peru by writing three response papers focused on three sets of readings/viewings. These response papers constitute 20% of the course grade. While in Peru, students are expected to engage with all activities related to the field study portion of this Journey to Latin America course. To demonstrate their degree of attentiveness to class content and the lessons imparted by guides who tell us about the sites and institutions we visit, students will take two essay exams while in Peru: one about half-way through the program, and the other very close to the end of our travels. Additionally, the instructor's assessment of students' participation in field trips and class discussions will comprise 20% of the course grade. Students also prepare field notes while traveling. That is to say they will keep travel journals in which they record their notes from lectures and meetings with government officials and community leaders, as well their own observations and reflections regarding their experiences in Peru. Upon return from Peru, students submit **edited** versions of their travel journal. This assignment constitutes another 20% of their grade (please see the RUBRICS with which the journal and other assignments will be assessed!). Students also write a research paper that builds on both course lessons and research publications to identify and discuss what Indigenous peoples in Peru have to say, and are doing, in response to events, processes, problems, and proposed solutions similar to those we read about prior to departure and/or those we learn about during our time in Peru. They submit this twelve- to fifteen-page (double-spaced) paper three weeks after our return. It comprises the final 20% of their course grade.

COURSE SCHEDULE: Prior to departure, students read and write short responses to the following THREE sets of readings that help “set the scene” for our trip to Peru.

Part 1: Indigenous peoples and developing Peru 27 pages and at least 103-minutes of video viewing

Gordillo Jordan, J.F. et al. 2009. An Ecotourism Partnership in the Peruvian Amazon: The Case of Posada Amazonas. In *Ecotourism and Conservation in the Americas*. Cambridge, MA: CAB International, 30-48. 19

Naveda Felix, Igidio. 2008. The Reconstitution of Indigenous Peoples in the Peruvian Andes. *Latin American and Caribbean Ethnic Studies* 3 (3): 309-317. 8

When Two Worlds Collide: A Battle for Indigenous Amazonian Land. 2016. 103-minute documentary by First Run Features viewed via Kanopy video streaming service. <https://ou.kanopystreaming.com/video/when-two-worlds-collide>

- **NOTE** that you must be logged into <https://libraries.ou.edu> to view this video!

Response paper DUE May 17

Part 2: Indigenous peoples in/around the city of Lima 20 pages, at least 50-minutes of video viewing, plus 20 min or so of time invested in exploring the Chirapaq website

“Which is the World’s Most Indigenous City?” *The Guardian* June 29, 2016 5
<https://www.theguardian.com/cities/2016/jun/29/which-worlds-most-indigenous-city>

Guidi, Ruxandra. 2015. Indigenous Residents of Lima’s Cantagallo Shantytown Confront an Uncertain Future. *American Quarterly* 2
<http://americasquarterly.org/node/7805>

Golash-Boza, Tanya. 2010. ‘Had They Been Polite and Civilized, None of This Would Have Happened’: Discourses of Race and Racism in Multicultural Lima. *Latin American and Caribbean Ethnic Studies* 5(3): 317-330. 13

Living without Water. 2016. 50-min documentary by Java Films viewed via Kanopy video streaming service. <https://ou.kanopystreaming.com/video/living-without-water>

- **NOTE** that you must be logged into <https://libraries.ou.edu> to view this video!

Website of one of the premier Peruvian Indigenous organizations operating on an international stage: <http://chirapaq.org.pe/en/>

Response paper DUE May 23

Part 3: Indigenous women 22 pages, at least 20 minutes video viewing, plus ~30 minutes perusing an online audio archive

Aikman, Sheila. 2002. Women's oral knowledge and the poverty of formal education in the SE Peruvian Amazon. *Gender & Development* 10(3) 41-50 9

Li, Fabiana. 2008. Negotiating Livelihoods: Women, Mining and Water Resources in Peru. *Canadian Woman Studies* 27(1): 97-102. 5

Theidon, Kimberly. 2008. The Milk of Sorrow: A Theory on the Violence of Memory. *Canadian Woman Studies* 27(1): 8-16. 8

Quipu: Calling for Justice (2015) 20-min documentary <https://www.theguardian.com/world/ng-interactive/2017/feb/10/quipu-the-phone-line-calling-for-justice-in-peru-video>

The Quipu Project – an online audio archive: <https://interactive.quipu-project.com/#/en/quipu/intro>

Response paper DUE May 28

COURSE CALENDAR

Dates		Topics and Assignments
March-April	Pre-Departure Meetings	Academic and travel orientation, introduction to Peru
May 17	1 st set of readings	<u>Response paper</u> on Indigenous peoples and developing Peru is DUE to Canvas
May 23	2 nd set of readings	<u>Response paper</u> on Indigenous peoples in/around the city of Lima is DUE to Canvas
May 28	3 rd set of readings	<u>Response paper</u> on Indigenous Women is DUE to Canvas
June 3	Departure for Peru	
June 4-10	Lima: Miraflores	
June 11-14	Lima: Canto Grande	
June 15-20	Cuzco: Sacred Valley	
June 21-24	Cuzco: City and Environs	
June 25-26	Puerto Maldonado: Mining Destruction	
June 27-30	Puerto Maldonado: Posadas Amazonas	
July 1	Puerto Maldonado to Lima to Home	
July 3		<u>Daily notes and reflection journal</u> due
July 11		<u>Research proposal</u> with annotated bibliography due
July 25		<u>Research paper</u> due

A more detailed travel and site visit plan will be shared later.

University of Oklahoma policies

Reasonable accommodations

The University of Oklahoma will reasonably accommodate otherwise qualified individuals with a disability unless such accommodation would pose an undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or would result in undue financial or administrative burdens. The term "reasonable accommodation" is used in its general sense in this policy to apply to employees, students, and visitors.

Reasonable accommodation may include, but is not limited to:

- (1) Making existing facilities readily accessible and usable by individuals with disabilities;
- (2) Job restructuring;
- (3) Part-time or modified work schedules;
- (4) Reassignment to a vacant position if qualified;
- (5) Acquisition or modification of equipment or devices;
- (6) Adjustment or modification of examinations, training materials, or policies;
- (7) Providing qualified readers or interpreters; or
- (8) Modifying policies, practices, and procedures.

The Disability Resource Center, <http://www.ou.edu/drc/home.html> unless otherwise provided, is the central point of contact to receive all requests for reasonable accommodation and all documentation required to determine disability status under law. This center will then make a recommendation concerning accommodation to the appropriate administrative unit. Reasonable accommodation with respect to employment matters should be coordinated with Human Resources. Reasonable accommodation with respect to academic matters, including but not limited to faculty employment, should be coordinated with the Office of Senior Vice President and Provost's Office, while all other issues of reasonable accommodation should be coordinated with the Office of the Vice President for Administration and Finance.

Individuals who have complaints alleging discrimination based upon a disability may file them with the University's Equal Employment Opportunity Officer in accordance with prevailing University discrimination grievance procedures.

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Students are expected to be familiar with and follow the University of Oklahoma's Integrity Pledge. You will find it and related policies regarding academic misconduct here: <http://integrity.ou.edu/>