

SPPO 450 Topics in Cultural Studies
Indigeneities and Textuality in Latin America

Winter 2022

Wednesday 2-4:50

J. Coronado

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Office hours: MF 11-12 and by appointment

Course Description: This course explores the notion of indigeneity and its attendant textual manifestations and representations in literary and cultural production in Latin America. First, we will consider some definitions of the term, ranging from the implicit in colonial-era texts, to the explicit in 19th and 20th century narrativ and essayistic production. Secondly, we will dive into the large, diverse scholarship—much of it contemporary and ranging in origin from social sciences such as anthropology and archaeology to humanities such as history and literary studies—that has attempted to articulate indigeneity in connection to the demands of, alternately, nationalisms, vindicatory movements, social revolution, identitarian politics, and other political and cultural formations in the continent. Key amongst our considerations will be understanding not simply the shapes that indigeneity takes within these disciplinary, cultural and political contexts, but also the mechanisms that allow it to move between them. We will pay special attention to the place of writing and will seek to account for the generation of indigeneity from lettered and cultural objects and their historical moments. Readings will be selected from a range of primary and secondary texts and may include Guaman Poma de Ayala, El Inca Garcilaso de la Vega, *Popol Vuh*, el *Manuscrito de Huarochirí*, Manuel Gamio, José Carlos Mariátegui, Fausto Reinaga, Silvia Rivera Cusicanqui, Eduardo Viveiros de Castro, José María Arguedas, Gamaliel Churata, Alison Spedding, Blanca Wiethüchter, César Calvo, Rigoberta Menchú, Marisol de la Cadena, Gonzalo Lamana, Joanne Rappaport, Tom Cummins, el Taller de Historia Oral Andina, and others.

Reading knowledge of Spanish is required as is a familiarity with the history of Latin America. The language of class discussions will depend on the class registration.

Students will be evaluated according to four criteria:

- 1) 20% **Active participation in class discussion**
- 2) 10% **Submission of discussion questions each week (except for the weeks you lead seminar, see (3) below), to be posted on Blackboard in advance of class meetings**
- 3) 30% **Leading seminar twice, partnered with a different classmate each time**
- 4) 40% **Completion of an 8-10 page conference paper**

For **point 2**, you will post 2-3 discussion questions addressing a relevant issue in the week's reading to Blackboard by 6PM on the Tuesday preceding class. You may draw attention to any question or point that you deem useful for gaining insight into the reading. You must do this for every text except the first week's and the two for which you lead class discussion.

For **point 3**, in partnership with a classmate you must prepare a class session twice during the quarter. This means you will have to work closely with a colleague in order to figure out both how to present the materials for the day, with background information, etc, but especially **how to lead class discussion on the text**. In order to lead effective class discussion, and beyond brief

biographical and contextual commentary, **you must NOT lecture**. The details of how you organize the day's discussion are up to you, but you must attend to an equal distribution of labor between the two presenters both in preparation and execution as well as to the discussion questions that your classmates provide. The latter does not mean that you must answer these discussion questions, but rather that they should be taken into consideration as you plan your class. Your goal is twofold: to stimulate and shape class discussion on the text's main points and themes as you understand them, and to open up avenues of critical inquiry for further study. You may assign at most one article-length reading if you can provide it one week before the class at which you will lead discussion.

For **point 4**, students will complete a conference paper. The conference paper is a basic genre in the profession. The completed paper will be evaluated on the soundness of its argument and the clarity of its exposition. Completion of the paper means that students should consider submitting an abstract to a conference relevant to both the student's particular interests and the course. These include conferences sponsored by major professional organizations, such as the Modern Language Association, the Latin American Studies Association, the American Anthropological Association, the College Art Association, the American Historical Association, as well as other conferences (graduate, for example). The paper is due on **Mar 17 by 3pm**.

Resources:

Graduate Writing Place

University Library, Room 2304

The Graduate Writing Place serves graduate students from all across Northwestern's many schools, departments, and programs, as well as postdoctoral students and Northwestern faculty. Graduate students who are not on the Evanston campus are welcome to book online appointments.

The Graduate Writing Places on both the Chicago and Evanston campuses serve graduate students from all across Northwestern's many schools, departments, and programs, as well as postdoctoral students and Northwestern faculty. Clients may book appointments for individual writing consultations with Graduate Writing Fellows (PhD candidates at Northwestern) to review a variety of writing, including papers for coursework; conference papers and presentations; journal articles and manuscripts for publication; dissertation proposals and chapters; and materials pertaining to the academic and non-academic job markets.

The Evanston Campus Graduate Writing Place, located in **the University Library, Room 2304**, is open for individual writing consultations from Monday-Friday for 20-30 hours/week. All hours are between 9am-8pm. (See the [online schedule](#) for more detail; be sure to select "Graduate Writing Place: Evanston Campus" from the drop down menu.)

One-on-One Writing Consultations Appointments in both the Chicago and Evanston Graduate Writing Places are **1-2 hours in length**. The most common type of appointment is a **1 hour, face-to-face meeting**. However, clients working on article/chapter-length work who want feedback on the entire piece at once may choose 2 hours of back-to-back appointments. In such cases, the client and writing consultant can together read the work from beginning to end **or** clients can send the writing (via the scheduling system or, if the file is larger than 1MB, as an attachment to writingplace@northwestern.edu) in advance of the appointment. In such instances, the consultant spends the first hour reading the work and jotting notes, which s/he then uses to structure a conversation with the client during the second hour. Clients who register for such an appointment should be sure to indicate this preference when they register so that the Writing Consultant doesn't expect you during the first hour of your appointment. Such appointments are more appropriate for

students who are looking for more synthetic feedback/comments on big picture aspects of their writing (e.g., structure, organization, flow). Students who seek feedback at the sentence/paragraph level should work synchronously with writing consultants.

Academic Integrity Statement

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>

Accessibility Statement

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

COVID-19 Classroom Expectations

Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

- Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

Prohibition of unauthorized student recording of classroom activities

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a

violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

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Primary Readings

Dioses y hombres de Huarochirí (IEP)

Guaman Poma de Ayala, *Nueva coronica y buen gobierno* (Ayacucho)

Inca Garcilaso de la Vega, *Comentarios reales de los Incas* tomos i y ii (Ayacucho)

Mariano Eduardo de Rivero y Ustariz, *Antigüedades peruanas*, tomos i y ii (1851)

Clorinda Matto de Turner, *Aves sin nido* (Ayacucho)

Taller de Historia Oral Andina, *El Indio Santos Marka T'ula, cacique principal de los ayllus de Qallapa y apoderado general de la comunidades originarias de la República* (UMSA)

José María Arguedas, *Yavar Fiesta* (Horizonte)

Gamaliel Churata, *El pez de oro*, (Cátedra)

Elizabeth Burgos y Rigoberta Menchú, *Me llamó Rigoberta Menchú y así me nació la conciencia* (siglo xxi)

Luis Valcárcel, *Tempestad en los Andes* (Universo)

Fausto Reinaga, *La revolución india* (MINKA)

Secondary Readings

Gabriela Ramos, “Indigenous Intellectuals in Andean Colonial Cities”

Peter Wade, “The Meaning of Race and Ethnicity”

Marisol de la Cadena and Orin Starn, “Indigeneidad: problemáticas, experiencias y agendas en el nuevo milenio”

Alan Durston, “Cristóbal Choquesaca and the Making of the Huarochirí Manuscript”

Kathryn Burns, “Marking Indigenous Archives”

Silvia Rivera Cusicanqui, *Ch'ixinakax utxiwa Una reflexión sobre prácticas y discursos descolonizadores*

Margarita Zamora, “‘Mestizo... Me Llamo a Boca Llena y Me Honro con Él’: Race in Inca Garcilaso’s Royal Commentaries of the Incas and General History of Peru”

Gonzalo Lamana, “Signifyin(g), Double Consciousness, and Coloniality: The Royal Commentaries as Theory of Practice and Political Project”

---, “Introduction” *How Indians Think*

Sara Castro Klarén, “Archeology and the Rise of the Nation”

Jorge Coronado, “Sobre la noción de lo andino: Ciencia, literatura y consumo”

Antonio Cornejo Polar, “*Aves sin nido*: Indios, ‘notables’ y forasteros”

Rebecca Earle, “Patriotic History and the Pre-Columbian Past”

Norma Klahn, “El indigenismo desde la indigeneidad”

Marcia Stephenson, “Forging an Indigenous Public Sphere”

Marisol de la Cadena, “Mariano's Archive: The Eventfulness of the Ahistorical”

Mauro Mamani, “‘El poderoso que habla’: el río y las dinámicas socioculturales en la poesía de José María Arguedas”

Martín Oyata, “Una poética de la sensibilidad. José María Arguedas y la invención de la cultura andina”

Elizabeth Monasterios, “La inquietante ‘Homilía del Khori Challwa’”

---, “Unexpected (And Perhaps Unwanted) Revisionisms: La Contramarcha Vanguardista de Gamaliel Churata y Arturo Borda”

Helena Usandizaga, “Introducción”

Guillermo Bonfil Batalla, *México profundo*

John Beverley, “The Real Thing (Our Rigoberta)”

Mario Blaser, “Translating Neoliberalism” and “A World in Which Many Worlds (Are Forced to) Fit”

Complete bibliographical information for all readings is available on the course Canvas site.

Weekly readings

Jan 5 Contextos y consideraciones

Ramos, “Indigenous Intellectuals in Andean Colonial Cities”

Wade, “The Meaning of Race and Ethnicity”

de la Cadena and Starn, “Indigeneidad: problemáticas, experiencias y agendas en el nuevo milenio”

Jan 12 Nuevas textualidades: Quechua e imagen

Dioses y hombres de Huarochirí, Prefacio-cap. 5

Guaman Poma de Ayala, *Nueva coronica y buen gobierno*, 136-164; 266-84

Durston, “Cristóbal Choquesaca and the Making of the Huarochirí Manuscript”

Burns, “Making Indigenous Archives”

Rivera Cusicanqui, *Ch’ixinakax utxiwa Una reflexión sobre prácticas y discursos descolonizadores*, 19-76

Jan 19 Castellano y el mestizo textualizado

Garcilaso, *Comentarios reales*: libro primero; libro segundo, caps. i-xv; libro nono, cap. xxxi

Zamora, ““Mestizo... Me Llamo a Boca Llena y Me Honro con Él”: Race in Inca Garcilaso’s Royal Commentaries of the Incas and General History of Peru”

Lamana, “Signifyin(g), Double Consciousness, and Coloniality: The Royal Commentaries as Theory of Practice and Political Project” and “Introduction,” *How Indians Think*

Jan 26 Independencia y las luces: arqueología, cultura y nación

Rivero y Ustariz, *Antigüedades peruanas* tomos i y ii (libro y atlas) (1851)

Castro Klarén, “Archeology and the Rise of the Nation”

Coronado, “Sobre la noción de lo andino: Ciencia, literatura y consumo”

Feb 2 El indigenismo: La indigneidad narrada

Matto de Turner, *Aves sin nido*

Cornejo Polar, “*Aves sin nido*: Indios, ‘notables’ y forasteros”

Earle, “Patriotic History and the Pre-Columbian Past”

Klahn, “El indigenismo desde la indigeneidad”

Feb 9 Indígenas y la implementación de la letra

Taller de Historia Oral Andina, *El Indio Santos Marka T'ula, cacique principal de los ayllus de Qallapa y apoderado general de la comunidades originarias de la República*

Stephenson, “Forging an Indigenous Public Sphere”

de la Cadena, “Mariano's Archive: The Eventfulness of the Ahistorical”

Feb 16 La cultura indígena escrita desde la ciudad

Arguedas, *Yamar Fiesta*

Profesor invitado: Mauro Mamani, Universidad Nacional Mayor de San Marcos

Mamani, ““El poderoso que habla”: el río y las dinámicas socioculturales en la poesía de José María Arguedas”

Oyata, “Una poética de la sensibilidad. José María Arguedas y la invención de la cultura andina”

Feb 23 Cosmovisión, escritura, vanguardia

Churata, *El pez de oro*, 145-372

Monasterios, “La inquietante “Homilía del Khori Challwa”” and “Unexpected (And Perhaps Unwanted) Revisionisms: La Contramarcha Vanguardista de Gamaliel Churata y Arturo Borda”

Usandizaga, “Introducción”

Mar 2 Escritura e intervención: testimonio y representación

Burgos y Menchú, *Me llamó Rigoberta Menchú y así me nació la conciencia*

Bonfil Batalla, *México profundo*, 161-213

Beverley, “The Real Thing (Our Rigoberta)”

Mar 9 La indigeneidad desplegada

Valcárcel, *Tempestad en los Andes*

Reinaga, *La revolución india*

Blaser, “Translating Neoliberalism” and “A World in Which Many Worlds (Are Forced to) Fit”

March 17 final paper by 3PM