

Indigenous Peoples in Motion: Changes, Resistance, and Globalization

LACB 3005 (3 Credits / 45 hours)

SIT Study Abroad Program:
Peru: Indigenous Peoples and Globalization

PLEASE NOTE: This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This thematic seminar offers an overview of the contemporary challenges and transformations that indigenous peoples of Peru are currently experiencing through the processes of globalization. It will also explore the motivations for these transformations through the historical lenses of discrimination and racism. The course will discuss mobilization and political organization of indigenous groups surrounding the defense of their cultures, territories, and natural environments.

Every lecturer has the freedom to propose his/her own class dynamic. Students are expected to be open and receptive to different teaching styles.

Expected Outcomes

By the end of the course, students should be able to do the following:

- Discuss the (re)configuration of multiple indigenous identities as a result of political and social changes;
- Identify and distinguish the struggles that Andean and Amazonian indigenous peoples experience with respect to land ownership and the biodiversity of their territories;
- Analyze critically the conflicts between native Andean/Amazonian people and the Peruvian State with regard to capital and economic growth;
- Examine one's own worldview, including those pre-conceived notions of modernity, justice, progress, and development.

Language of Instruction

This course will be conducted in Spanish, with readings in Spanish and English. Assignments will be completed in Spanish. Formal class sessions will take place in Cusco and will be complemented by excursions to rural villages.

Some class sessions and thematic blocks will be complemented with activities and practical experiences related to the theories and content of the course.

Course Schedule

***Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

Module 1: Indigenous Peoples and Cultural Transformation

Module 1 provides an introduction to international development, including the prominent stakeholders, issues of power, and poverty. The module probes deeply into the effects of development and cultural transformation, particularly within the context of indigenous peoples.

Session 1: Introduction: Indigenous peoples and development in Peru

Session 2: Indigenous peoples, public policy and cultural change

Session 3: Migration, mobility and transformation of the indigenous livelihood

Session 4: Case Studies

Required Readings:

- Arxer, S. L., & Murphy, J. W. (2013). The symbolism of globalization, development, and aging. New York, NY: Springer.
- Escobar, A. (2011). Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
- McSweeney, K. & Jokisch B. (2007). Beyond rainforests: urbanization and emigration among lowland indigenous societies in Latin America. Bulletin of Latin American Research 26(2): 159-180.
- Sawyer, S., & Gomez, E. T. (2012). The Politics of Resource Extraction: Indigenous Peoples, Multinational Corporations, and the State. New York: Palgrave Macmillan.
- United Nations Human Settlements Programme & United Nations. (2010). Urban indigenous peoples and migration: A review of policies, programmes, and practices. Nairobi: United Nations Human Settlements Programme.
- Zerner, C. (2012). People, Plants, and Justice: The Politics of Nature Conservation. New York: Columbia University Press.

Module 2: Resistance, Indigenous Movements, and Identity

Module 2 explores the parallels and intersections of resistance and identity. Indigenous social movements in Peru are examined as well as the impact of the State on indigenous peoples.

Session 1: Introduction to resistance and identity indigenous in Peru lecture

Session 2: Indigenous peoples, self-determination, and the State

Session 3: Intercultural medicine and resistance

Session 4: Indigenous peoples in voluntary isolation

Session 5: Indigenous peoples in voluntary isolation

Session 6: Bicultural/bilingual education in the public school system

Required Readings:

- Aikman, S. (2012). Interrogating discourses of intercultural education: from indigenous Amazon community to global policy forum. *Compare: A Journal of Comparative and International Education*, 42(2), 235-257.
- Ames, P. (2012). Language, culture and identity in the transition to primary school: Challenges to indigenous children's rights to education in Peru. *International Journal of Educational Development*, 32(3), 454-462.
- Blaser, M. (2010). *Indigenous peoples and autonomy: Insights for a global age*. Vancouver: UBC Press.
- Raymond, C., & Arce, M. (2013). The politicization of indigenous identities in Peru. *Party Politics*, 19(4), 555-576.
- Shelton, D., & Parellada, A. (2012). *Pueblos indígenas en aislamiento voluntario y contacto inicial*. Lima: IWGIA, Grupo Internacional de Trabajo sobre Asuntos Indígenas.
- Stetson, G. (2012). Oil Politics and Indigenous Resistance in the Peruvian Amazon: The Rhetoric of Modernity against the Reality of Coloniality. *The Journal of Environment & Development*, 21, 1, 76-97.
- Jentoft, S., Gaski, H., Midré, G., & Minde, H. (2008). *Indigenous peoples: Self-determination, knowledge, indigeneity*. Delft, The Netherlands: Eburon Delft.
- Mathez-Stiefel S.-L., Vandebroek I., and Rist S., (2012) "Can Andean medicine coexist with biomedical healthcare? Comparison between two rural communities in Peru and Bolivia." *Journal of Ethnobiology and Ethnomedicine* 8(26).

Module 3: Indigenous Livelihoods and Climate Change

Module 3 introduces students to the effects of climate change on the natural resource base as well as on indigenous livelihood systems in the Andes and the Amazon. Climate change has already begun to have tangible, deleterious effects on indigenous peoples in Peru; this module will elucidate these through lectures and firsthand observations while on excursions.

Session 1: Indigenous livelihood systems (Andean and Amazonian)

Session 2: Peru and climate change: one of the most vulnerable countries on the planet

Session 3: Vulnerable populations and susceptible ecosystems

Required Readings:

- Andersen, L. E., Andersen, L. E., Suxo, A., Verner, D., & World Bank. (2009). *Social Impacts of Climate Change in Peru: A District Level Analysis of the Effects of Recent And Future Climate Change On Human Development and Inequality*. Washington, D.C: The World Bank.
- Ford, James D. "Indigenous health and climate change." *American Journal of Public Health* 102.7 (2012): 1260-1266.
- Hofmeijer, I., Ford, J. D., Berrang-Ford, L., Zavaleta, C., Carcamo, C., Llanos, E. & Namanya, D. (2012). Community vulnerability to the health effects of climate change among indigenous populations in the Peruvian Amazon: a case study from Panaillo and Nuevo Progreso. *Mitigation and Adaptation Strategies for Global Change*, 1-22.

- International Institute for Environment and Development. (2005). Traditional resource rights and indigenous people in the Andes: Sustaining local food systems, agricultural biodiversity and livelihoods. London: IIED.
- Lynch, B. D. (2012). Vulnerabilities, competition and rights in a context of climate change toward equitable water governance in Peru's Rio Santa Valley. Global Environmental Change, 22(2), 364-373.

Evaluation and Grading Criteria

Description of Assignments:

Readings: You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings are proposed by the Program and will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions, and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Exam and Essay: At the end of every class there will be a brief multiple choice exam in which students will apply knowledge and key concepts from class sessions and readings. In addition, each student must present a critical review of the topic of the student's choosing. This must be completed in Spanish. Papers will be 5-8 pages in length. Each page should contain a minimum of 22 lines.

Class Participation: Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all thematic seminar lectures, discussions, field trips, and other activities. It also means polite and respectful behavior.

Assessment:

Exam	50%
Essay	40%
Participation	10%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Expectations and Policies

- **Assignments:** Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth, argumentation, and presentation of evidence.
- **Readings:** Students are responsible for all of the required readings, and should be prepared to bring them to bear in class. The readings will help place the classes in context, engage lecturers, generate questions for class discussions, and deepen student knowledge of particular issues discussed in class.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.