

LASC 448i: Latin American and Caribbean Thought
Spring 2013
KEY 0123 TuTh 3:30-4:45

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Office hours: TuTh: 12:30-1:30 or by appointment

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Course Description

The course examines topics in Latin American and Caribbean thought since the contact between ‘old’ and ‘new’ world since 1492. The readings are linked primarily to the social, political, and cultural issues raised by the historical processes of conquest, slavery, colonialism (external and internal), post-colonialism, indigeneity, poverty, environmental devastation, globalization, and underdevelopment.

Grading*: Students are required to attend lectures, participate in class discussions, and complete four take-home exams each of which counts 20% of the final grade. (Late papers will be penalized one-half letter grade per academic day (not class period). Electronic submissions will not be accepted.) Class participation counts 20%. Those unable (for whatever reason) to participate in class discussions will be asked to submit a 7-10 page research paper due at term’s end.

20%: Participation in class discussions OR 7-10 page research paper

80%: Four 4-6 page take-home essay exams (20% each).

Required Texts (available at UMD Bookstore, on-line, and on reserve at McKeldin Library)

Zapatista Encuentro, NY: Seven Stories Press, 1998. ISBN-10 1-58322-548-X (pbk).

Rigoberta Menchú, *I, Rigoberta Menchú: An Indian Woman in Guatemala*. London: Verso Books. ISBN: 0-86091-788-6 (pbk).

Aimé Césaire, *Discourse on Colonialism*, Joan Pinkham (trans). New York: Monthly Review Press, 2000. ISBN: 1-58367-025-4 (pbk)

Walter Mignolo, *The Idea of Latin America*. Blackwell, 2005. ISBN: 978-1-4051-0086 (pbk).

All non-purchased course readings will be available on ELMS.

Recommended Texts (on reserve at McKeldin)

Susana Nuccetelli, Ofelia Schutte, and Otávio Bueno (eds.) *Blackwell Companion to Latin American Philosophies* (BCLAP).

Susana Nuccetelli, *Latin American Thought: Philosophical Problems and Arguments* (LAT).

Ofelia Schutte, *Cultural Identity and Social Liberation in Latin American Thought* (CISL).

Course Schedule*

Week 1: 1/24: Course Introduction: Founding Conceptual Framework: The Controversy between Sepulveda and Las Casas at Valladolid, Spain; the construction of the non-European 'other' and problem of the non-European 'other.'

(I) In Search of Identity (weeks 2-3)

> Required reading:

(A) 2 sessions:

Louise Burkhart, "The Amanuenses Have Appropriated the Text: Interpreting a Nahuatl Song of Santiago."

Felipe Guamán Poma de Ayala, *The First New Chronicle and Good Government*, pp. 1-2, 4-7, 18, 27-28, 143-165, 179-184, 207-213, 225-227, & 289-333.

(B) 1 session:

Simón Bolívar, "Letter from Jamaica."

Domingo F. Sarmiento (selections from *Facundo, or Civilization and Barbarism*).

José Martí, "Our America."

(C) 1 session:

José Carlos Mariátegui, "Indians, Land, and Religion in Peru" (selections from *Seven Essays on Peruvian Reality*).

José Enrique Rodó, "Ariel" (excerpt).

José Vasconcelos, "The Cosmic Race."

> Recommended:

Nuccetelli, LAT: ch.7.

Meri Clark, "The Emergence and Transformation of Positivism" BCLAP: ch.4.

Ofelia Schutte, CISL, chs.1&2.

Mariátegui's *Seven Essays on Peruvian Reality* is available in English on-line at

<http://www.marxists.org/archive/mariateg/works/1928/index.htm>

! Major grading event: Take-home exam #1: assigned 2/7; due 2/21.

(II) Afro-Caribbean Philosophy: Négritude, Pan-Africanism, and the Afro-Caribbean Roots of Post-Colonial Thought (weeks 4-6)

(A) 1 session: Aimé Césaire, *Discourse on Colonialism* & Robin Kelley, "Introduction." ... "Calling the Magician: A few words for a Caribbean Civilization," in Michael Richardson (ed), *Refusal of the Shadow: Surrealism and the Caribbean*, pp.119-122.

(B) 1 session: Etienne Léro, Rene Ménénil, et al., "Légitime defense: Declaration"

Suzanne Césaire, "Frobenius and the Problem of Civilization," in Richardson (ed.), pp.82-87; "A Civilization's Discontent" (pp. 96-100), and "The Great Camouflage," pp. 156-161.

Rene Ménénil, "General Observations about the Coloured 'Writer' in the Caribbean," (pp. 50-53) and "Concerning Colonial Exoticism" (pp.177-182).

Etienne Léro, "Civilization."

(C) 2 sessions: Franz Fanon, “Racism and Culture,” and *Black Skin, White Masks* “Introduction” and Ch.1 “The Black Man and Language.”

> Recommended: Nigel C. Gibson, *Fanon: The Postcolonial Imagination*.

(D) 1 session: Marcus Garvey, “Africa for the Africans” and “The Future as I see It”.

Jean Price-Mars, *So Uncle Said* (excerpt) in Hord & Lee (eds), pp.145-151.

Walter Rodney, “Black Power” in Hord & Lee (eds), pp.182-188.

! Major grading event: Take-home exam #2: assigned 2/26; due 3/12.

(III) Contemporary Liberation Philosophy, and Post-Colonial & De-Colonial Theory (weeks 6-8)

(A) 1 session: Enrique Dussel, *Philosophy of Liberation*, chapter 1, pp. 1-15.

... “Eurocentricism and Modernity.”

>Recommended:

Ofelia Schutte, “Origins and Tendencies of the Philosophy of Liberation in Latin American Thought: A Critique of Dussel’s Ethics.”

Ofelia Schutte, *CISL*, ch.6.

(B) 2 sessions: Walter Mignolo, *The Idea of Latin America*.

... “Local Histories/Global Designs: Geohistorical Spaces and Epistemological Locations”

(C) 1 session: Anibal Quijano, “Coloniality of Power, Eurocentricism, and Latin America,” in *Coloniality at Large: Latin America and the Postcolonial Debate*, pp. 181-224.

(IV) Indigenous Voices (weeks 9-11)

(A) 3 sessions: Rigoberta Menchú, *I, Rigoberta Menchú: An Indian Woman in Guatemala* (“*Me Llamo Rigoberta Menchú Y Así Me Nació La Conciencia*”).

Victor Montejo, “Truth, Human Rights, and Representation” in Montejo, *Maya Intellectual Renaissance*, pp.86-103.

Quetzil E. Casteñeda, “We Are not Indigenous!”

YouTube videos

>Recommended:

Greg Grandin, “It Was Heaven that They Burned,” *The Nation* 9/27, 2010, pp.25-34.

... “Who is Rigoberta Menchú?”

(B) 1 session: EZLN, *Zapatista Encuentro*.

... “Sixth Declaration of the Selva Lancondon.”

Walter Mignolo, *The Darker Side of Western Modernity*, ch.6.

(C) 1 session: Evo Morales, “Speech of President Morales before the U.N. General Assembly on April 22nd, International Mother Erath Day,”

http://www.workers.org/2009/world/evo_morales_0521/

Evo Morales, interview with Amy Goodman Democracy Now! December 17, 2009.

Marcelo Fernandez Osco, "Ayllu: De-Colonial Critical thinking and an(other) Autonomy," Globalization and Autonomy Online compendium.
http://globalautonomy.ca/global1/summary.jsp?index=RS_FernandezOsco_Ayllu.xml

(D) 1 session: Marisol de la Cadena, "Indigenous Cosmopolitics in the Andes".
Margarita Huayhua, "Everyday Discrimination in the Andes."
Luis Macas, "Amautawasi Quechuan University" and "Interview."

Movie: Aya Yalla?

! Major grading event: Take-home exam #3: assigned 4/11; due 4/25.

(IV) Liberation Theology and Pedagogy (week 12)

(A) 1 session: Gustavo Gutiérrez, *Toward A Theology of Liberation* (selections).
Leonardo Boff, "The Church and the Struggle for Justice and the Rights of the Poor;"
"The Violation of Human Rights and the Church;" and "The Bae Eccelsial
Community: A Brief Sketch."
Ernesto Cardenal, *The Gospel in Solentiname* (selections).

(B) 1 session: Paolo Friere, *Pedagogy of the Oppressed* (selections).
>Recommended: Iván Márquez, "Liberation in Theology, Philosophy, and Pedagogy," in
BCLAP.

(V) Feminism (weeks 13-15)

Ofelia Schutte and María Luisa Femenías, "Feminist Philosophy" in *BCLAP*, pp. 397-
411.
María Lugones, "The Coloniality of Gender."
Merle Hodge, "In the Shadow of the Whip," in Hord & Lee (eds.), pp.189-194.
María Luisa Femenías, "The Challenge of Differences in Latin American Feminism," in
Amy Oliver (ed.), *Feminist Philosophy in Latin American and Spain*, pp.127-136.

! Major grading event: Take-home exam #4: assigned 5/9; due ...

BUSINESS MATTERS

- *(1) The preceding course schedule, requirements, procedures, and reading assignments are subject to change by the instructor in the event of extenuating circumstances.
- (2) Individuals having any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform me at the outset of the term. Adaptation of methods, materials, or testing will be made as required to provide for equitable participation.
- (3) Disruptive behavior: Students deemed by the instructor to be guilty of behavior disruptive to the class (e.g. cellphones, text messaging, passing notes, or talking) are subject to permanent expulsion from the class.
- (4) Regarding written assignments, students are expected to demonstrate:
 - (a) the ability to convey a theme or argument clearly and coherently;
 - (b) the ability to analyze critically and to synthesize the work of others;
 - (c) the ability to acquire and apply information from appropriate sources, and reference sources appropriately; and

(d) competence in standard written English.

(5) Plagiarism:

“Plagiarism, according to the University website policy on plagiarism, http://www.lib.umd.edu/UES/plag_stud_what.html, is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." Examples of acts that would be defined as plagiarism are:

- Copying word for word, and neglecting to both enclose the words in quotation marks *and* to cite the source
- Summarizing or paraphrasing someone else's words or ideas and failing to cite the source
- Reproducing the organization or structure of another person's work and failing to cite it
- Any other act in which someone presents someone else's intellectual material as their own, whether it involves graphics, code, data, charts, etc.

Plagiarism is a serious act of academic dishonesty which is not taken lightly at this University.” For further information see: <http://www.lib.umd.edu/guides/honesty.html>

(6) All class lectures and class readings are copyrighted. As such they may not be reproduced for anything other than personal use without written permission of the instructor.

(7) Regarding attendance, I quote the following from the UMD websites

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 4 successive times, the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers are due [*or other such events as specified in the syllabus*] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

“It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control.”

For further information, see <http://www.faculty.umd.edu/teach/instructionalguide201112.pdf>.