



AN 364 THE MAKING OF PATAGONIA: AN INTERDISCIPLINARY APPROACH
IES Abroad Buenos Aires

DESCRIPTION:

This course explores the history and anthropology of Argentine Patagonia and its inhabitants, with a main focus on the relationships between indigenous peoples and territory over time. Course discussions and materials explore a wide range of topics: from European first-contact to current social, economic and environmental problems in the region involving indigenous peoples. Readings include contemporary anthropological and historical reports and current mainstream media, as well as self-representations by indigenous peoples today (in interviews, literature, films and newspaper articles). The course identifies the most persistent and dominant representations about Argentine Patagonia and its inhabitants over history, understanding the power relations involved in these constructions and their implications in the lives of indigenous peoples today. It includes a mid-semester field study trip to the southern city of Bariloche and its surroundings during which students will more deeply understand the realities of the region and develop first-hand experiences in relation to the various topics addressed in class, including indigenous peoples' struggles in the region.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Advanced Spanish language skills

ADDITIONAL COST: This course has a mandatory course-related trip which carries an extra fee. Please check the program fees sheet for exact cost.

- [Advanced Spanish Immersion Program Fees](#)
- [Latin American Societies and Cultures Program Fees](#)

METHOD OF PRESENTATION:

The course begins with a general overview of the geography, economy and society of Patagonia. Following, we begin to discuss some of the main theoretical concepts that are central to readings, topics and discussions throughout the semester (i.e.: *culture, identity, extinction, assimilation, invisibilization, territory*, among others).

In relation to the course's organizing theme -the relationship between indigenous peoples and territory in Patagonia between the 16th and 21st centuries- we next address topics such as: (a) the origin and effects of representations of the region and its people by 16th to 19th century chroniclers and scientists; (b) relationships between indigenous peoples of Patagonia and colonial and republican governments (18th and 19th centuries); (c) indigenous worldview and religion; (d) forced incorporation of indigenous people to the nation and land dispossession during the formation of the Argentine national state; (e) the persistence of 19th century dominant discourses regarding indigenous peoples and their effects in current politics and policies; (f) the recognition of indigenous rights and the rise of the indigenous movement in Argentina; (g) urban indigenous youth movement in Patagonia; (h) current territorial struggles of indigenous peoples today in the context of continuing "extractivist" economic policies.

REQUIRED WORK AND FORM OF ASSESSMENT:

- **Classwork and Participation (15 points):** Students are expected to be active readers of course materials and should come to class prepared to participate in discussions and articulate personal points of view related to course topics. In addition, students are expected to respond to reading guides and participate in online forums, as well as to do any in-class work or assignments.
- **Assignments (35 points):** In addition to active class participation, throughout the course students will engage in 4 assignments regarding course topics. Class assignments are: an initial conversation with a member of your host family or a local friend (5 pts.); a reaction to a film (5 pts.); a written and video account of the trip to Bariloche (20 pts.), and one presentation (5 pts.).

- **Midterm exam (25 points):** Taking into account the course's specific bibliography, class discussions and assignments, students will respond to one in-class midterm exam. Students are expected to show understanding of the topics and problems discussed during class over the first half of the semester. Specific details regarding the exam will be given and discussed during class.
- **Final Essay (25 points):** The final integration essay will further explore **one** of the topics presented during the semester through a research question (2500 words). Students will present a 3-page rough draft of the final 10 days before the due date. Specific guidelines for the final will be given and discussed during class.
- Late assignments or exams will not be accepted unless previously authorized and for valid reasons only (i.e. medically certified illness). **Students are required to review their writings with an IES Spanish professor during tutorial hours and have the professor sign the draft as proof of meeting this requirement.** Students in this course will be expected to comply with IES's Policies on Academic Integrity.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Relate their own experience in the US to their experience in Argentina, and particularly in Patagonia, regarding the materials and key concepts discussed in class.
- Comprehend and describe the main historical processes and forces explaining the invisibilization and marginalization of indigenous peoples of Patagonia.
- Critically analyze the difficulties involved in contemporary indigenous struggles, including the contradictions between an assertion of indigenous rights and various limitations to the exercise of those rights in Argentina.
- Understand and discuss the politics involved in contemporary narratives about indigenous peoples (including narratives about their *extinction* or *assimilation*, cultural change explained as *loss* of identity and/or culture, etc.).
- Understand the current social, political and economic forces shaping indigenous territorial struggles in Argentine 21st century.

ATTENDANCE POLICY:

Students are expected to attend all classes, unless they are ill. Check for attendance policy guidelines in the IES Student Guidebook. Absent students are responsible for acquiring relevant class notes and handouts from fellow students. Work assigned in a student's absence will not be given a later deadline for them without prior agreement from the instructor.

Attendance and punctuality are mandatory. Each instructor will record each student's attendance through Moodle. If student misses a class session or activity due to illness, she must provide the copy of a medical certificate from a medical professional to the instructor and give the original copy to the Academic Coordinator. Without this certificate, the absence cannot be excused.

Instructors have authority to mark students as absent if they arrive 15 minutes or more after the course starting time.

- Courses taught one day per week allow a maximum of 1 absence.
- Courses taught two days per week allow a maximum of 2 absences.
- Courses taught three and four days per week allow a maximum of 3 absences.

Every unexcused absence after the maximum allowance will lower the student's final grade half a point (for instance, from "A" to "A-", from "A-" to "B+" and so on). It is the students' responsibility to stay up to date on their absence total.

Academic integrity

Students are responsible for familiarizing themselves with IES policy of academic integrity and for adhering to it. Academic dishonesty, including plagiarism, will result in course failure.

Grading

A	93% and above
A-	90-92 %
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	Below 60

CONTENT:

Week	Content	Reading	Assignments
Week 1	Introduction to the course.		<ul style="list-style-type: none"> • Discussing our own preconceptions about Patagonia and expectations regarding the course. • For next Tuesday: Bring a map (mapa fisico-politico) of Argentina to class. • For next Thursday: Have a conversation with a member of your host family or local friend: What are some of the main assumptions of the porteño middle class about Patagonia and its people? (Submit via Moodle by 3/6, 8pm)
Week 2	What is Patagonia? Discussing common sense / widespread representations about Patagonia and its inhabitants	<ul style="list-style-type: none"> • http://www.mininterior.gov.ar/municipios/gestion/regiones_archivos/Patagonia.pdf. • [Discussion of main geographic/environmental, social/demographic, economic and political aspects of Argentine Patagonia and group class work]. • Class discussion of informal conversation with host family member or local friend. 	<ul style="list-style-type: none"> • For next Tuesday: Look up basic information about each of the authors whose work we will discuss (Abeijón, Arlt, Borges, Cristoff).

Week	Content	Reading	Assignments
Week 3	<p>A look at Patagonia in Argentine narrative: writing “about” and “in” Patagonia</p> <p>Understanding Patagonia in Latin American and Argentine History: a brief historical overview.</p>	<ul style="list-style-type: none"> • Arlt, Roberto (1934): <i>El país del viento</i>. • Borges, Jorge Luis (1949): <i>Historia del guerrero y la cautiva</i>. (http://www.literatura.us/borges/historia.html) • Abeijon, Asencio (1973): <i>El ataque del puma en Río Chico</i> (http://www.pagina12.com.ar/diario/verano12/su_bnotas/138676-44807-2010-01-19.html) • Cristoff, Maria Sonia (2014). <i>Falsa calma. Un recorrido por los pueblos fantasma de Patagonia</i>. (Introducción y Uno) • See also: http://www.pagina12.com.ar/diario/cultura/7-54398-2005-07-31.html • Lecture and timeline situating main events in Latin American and Argentine history that will help us better understand Patagonia. 	
Week 4	<p>Tierra del Fuego, the “uttermost part of the world”: History, Science, Indigenous Peoples and the State</p> <p>Discussing the ideas of “extinction” and “cultural loss”: The Selk’nam of Tierra del Fuego</p>	<ul style="list-style-type: none"> • NACACH, G.: <i>Tierra del Fuego: La conquista del fin del mundo</i>. • Shepard, Glen • H. (2015): <i>Specters of a civilization</i> • http://www.nybooks.com/daily/2015/08/09/lost-tribes-tierra-fuego/ • Santoro, S. (2004) Interview to Ann Chapman - <i>La última Selk’nam</i>: http://www.pagina12.com.ar/diario/suplementos/las12/13-989-2004-02-01.html • Lola Kiepja: Chants of Tierra del Fuego (1964): https://www.youtube.com/watch?v=JjuE4LEsolE • Keyuk Yanten and Omikeyu (contemporary Selk’nam music): https://www.youtube.com/watch?v=EumeMA8w7dw 	
Week 5	<p>The Pampa- Patagonian region: Interethnic relations during the colonial period (18th- mid 19th centuries).</p> <p>The “Conquest of the Desert” in Argentine History (1879): Addressing the question of genocide.</p>	<ul style="list-style-type: none"> • MANDRINI, R. & ORTELLI, S. (1992): <i>Volver al país de los araucanos</i> (selected chapters). • DEL RIO, W.; LENTON, D. et al. (2010): <i>Del silencio al ruido en la historia: practicas genocidas y pueblos originarios en Argentina</i>. • Diana Lenton: <i>El estado se construyó sobre un genocidio</i> (Página 12 – Interview by Darío Aranda, October 2011). 	<ul style="list-style-type: none"> • For next class: watch film <i>El país del diablo</i>, by Andrés di Tella (2008): • https://vimeo.com/74688667 • OR <i>Tierra Adentro</i>, by Ulises de la Orden (2011).

Week	Content	Reading	Assignments
Week 6	<p>The persistence of 19th century assumptions about indigenous populations of Patagonia: consequences upon the current struggles of indigenous groups.</p> <p>The recognition of indigenous rights in Argentina and the rise of the indigenous movement: achievements and contradiction. The fight for territorial, economic, social and cultural rights.</p>	<ul style="list-style-type: none"> Brief discussion of designated film. TRENTINI, F.; VALVERDE, S.; et al. (2010): “Los nostálgicos del desierto”: La cuestión mapuche en la Argentina y el estigma en los medios. Diana Lenton (2010. Article for Diario Río Negro) Selected contemporary newspaper articles. Argentine National Constitution, Provincial Constitutions, National Laws, International Conventions. See: http://www.territorioindigena.com.ar/Derechos Interview with Eulogio Frites (2012): http://www.argentinaindependent.com/socialissues/humanrights/indigenous-rights-in-argentina-an-interview-with-eulogio-frites/ Proyecto de Ley de propiedad comunitaria indígena en Rio Negro. 	<ul style="list-style-type: none"> Guest lecturer: Darío Rodríguez Duch (lawyer specialized in indigenous rights)
Week 7	Midterm review and exam		
Week 8		<ul style="list-style-type: none"> Interview to Victorina Mellipán Antieco, by Mariela Rodriguez (2007) Mapuche revitalization: New identity configurations among the mapuche youth. 	<ul style="list-style-type: none"> Guest Lecturer: Victorina Melipán Antieco KROPFF, L. (2004): ‘Mapurbe’: Jovenes mapuche urbanos. Nacla Report on the Americas (2004)“Mapuche, Mapunky, Mapuheavy”. Ekipo de Comunicacion MapUrbe (2004): “Las voces de la periferia”. AÑIÑIR, D.: Mapurbe (poem) Other selected Mapuche poetry
Week 9		<ul style="list-style-type: none"> KROPFF, Laura: “Bariloche: una Suiza argentina?” Selected newspaper articles about social and economic tension in Bariloche El Oso (1998), by Emilio Di Tata Roitberg. TRIP TO BARILOCHE 	

Week	Content	Reading	Assignments
Week 10	Contemporary struggles over territory in Patagonia in relation to extractivism: mining, oil exploitation, soy expansion and tourism	<ul style="list-style-type: none"> Trip wrap-up: discussing what we learned and initial preparation of video assignment. Class discussion of film (<i>Vienen por el oro...</i>) Walter, Mariana (2008): <i>Nuevos conflictos mineros en Argentina: El caso Esquel (2002- 2003)</i>. 	<ul style="list-style-type: none"> For Thursday: Watch the documentary <i>Vienen por el oro, vienen por todo</i> (2010). Dir.: D'alo Abba, P. & Harbaruk, C.: https://www.youtube.com/watch?v=-y3Ayu97DkY For this class, research: What is UAC (<i>Union de Asambleas Ciudadanas</i>)?
Week 11	Contemporary struggles over territory in Patagonia in relation to extractivism: mining, soy expansion and tourism (cont.)	<ul style="list-style-type: none"> Interview to environmental lawyer Enrique Viale (2015): http://contrahegemoniaweb.com.ar/enrique-viale-en-america-latina-la-megamineria-constituye-una-nueva-forma-de-neocolonialismo/ 15 mitos y realidades de la megaminería transnacional en Argentina (Colectivo <i>Voces de alerta</i>, 2011): http://www.opsur.org.ar/blog/wp-content/uploads/2012/12/15-mitos-y-realidades-sobre-la-miner%C3%ADa-trasnacional-en-Argentina.pdf 	
Week 12	Contemporary struggles over territory in Patagonia in relation to extractivism: mining, oil exploitation, soy expansion and tourism (cont.)	<ul style="list-style-type: none"> ARANDA, Darío: Excerpts and selected chapters from: <i>Argentina Originaria. Genocidios, saqueos y resistencias</i>, and <i>Tierra Arrasada</i> 	<ul style="list-style-type: none"> Guest lecturer: Darío Aranda (journalist, specialized in extractivism and indigenous struggles).
Week 13		<ul style="list-style-type: none"> Class dedicated to wrapping up videos for Symposium and working on written account. IES Symposium (Presentation of videos) 	
Week 14	Course wrap-up: reviewing what you learned.	<ul style="list-style-type: none"> Course review/wrap-up and discussion about final essay. 	<ul style="list-style-type: none"> Hand in 3 page rough draft of final essay.
Week 15	Final Exams Period		<ul style="list-style-type: none"> 6/14 Final essay due.

REQUIRED READINGS:

- Abeijon, Asencio (1973): "El ataque del puma en Río Chico", en: *Memorias de un carrero patagónico*. Buenos Aires. Editorial Galerna.
- Añiñir, David (2005): "Mapurbe" (poema). Disponible en <http://meli.mapuches.org/spip.php?article30>
- Aranda, Darío (2010). *Argentina originaria. Genocidios, saqueos y resistencias*. Buenos Aires: Lavaca (pp.48-58).
- Aranda, Darío (2015): *Tierra Arrasada. Petróleo, soja, pasteras y megaminería. Radiografía de la Argentina en el siglo XXI*. Buenos Aires, Editorial Sudamericana.
- Arlt, Roberto. (1997) [1934]. *En el país del viento. Viaje a la Patagonia*. Ediciones Simurg. Buenos Aires
- Borges, Jorge Luis (1986) [1949]: "Historia del guerrero y la cautiva", en: *El Aleph*. Buenos Aires, Editorial Alianza. Cristoff, Maria Sonia (2014): *Falsa Calma. Un recorrido por los pueblos fantasma de Patagonia*. Editorial Booket. Darwin, Charles. 1860. *Journal of Research into the Natural History and Geology of the Countries Visited During the Voyage of H.M.S. Beagle Round the World*. London: John Murray (Chapter X, pp. 204-231).
- Del Río, W.; Lenton, D. et al. (2010): "Del silencio al ruido en la historia: practicas genocidas y pueblos originarios en Argentina". III Seminario Internacional Políticas de la Memoria Buenos Aires, 28, 29 y 30 de octubre de 2010. Centro Cultural de la Memoria Haroldo Conti.
- Di Tata Roitberg, Emilio (1998): *El Oso*. Buenos Aires, Editorial Edhasa.
- Ekipo de Comunicacion MapUrbe. (2004): "Las voces de la periferia". Fanzine.
- Endere, María Luz (2011): Cacique Inakayal: La primera restitución de restos humanos ordenada por ley. Kropff, Laura (2004). "Mapurbe: Jovenes mapuche urbanos". Revista de Temas Sociales *Kairos*. Universidad Nacional de San Luis. Año 8, número 14. Octubre 2004.
- Kropff, Laura. 2005: "Bariloche, ¿Una Suiza argentina?". Desde la Patagonia: Difundiendo saberes.
- Mandrini, R. y Ortelli, S. 1992. *Volver al país de los araucanos*. Editorial Sudamericana. Buenos Aires. Méndez, Laura (2010): *Estado, frontera y turismo. Historia de San Carlos de Bariloche*. Buenos Aires, Editorial Prometeo.
- Moreno, Francisco P. 1999[1897]. *Apuntes preliminares sobre una excursión al Neuquén Río Negro, Chubut y Santa Cruz*. Buenos Aires: El elefante blanco (pp. 27-31 y 49-112).
- Moyano, Adrián (2007): *Crónicas de la resistencia mapuche*. Bariloche, Editorial Caleuche. Nacach, G.: *Tierra del Fuego* (2012): *La conquista del fin del mundo*. (Adaptación de Nacach, Gabriela: <http://www.raco.cat/index.php/Dynamis/article/view/257775/344969>) Nacla Report on the Americas. (2004): "Mapuche, Mapunky, Mapuheavy".
- Pigafetta, Antonio (1922) [1524-25]. *Primer Viaje en Torno al globo*. Madrid: Calpe (pp.33-51).
- Santoro, S. (2004) Interview to Ann Chapman - *La última Selk'nam*, Pagina 12, 30 de enero de 2004. Disponible en: <http://www.pagina12.com.ar/diario/suplementos/las12/13-989-2004-02-01.html>
- Shepard, Glen H. (2015): *Specters of a civilization* <http://www.nybooks.com/daily/2015/08/09/lost-tribes-tierra-fuego/> Torre, Claudia (ed.). (2011): *El otro desierto de la nación argentina*. Antología de narrativa expedicionaria. Universidad Nacional de Quilmes Editorial.
- Trentini, F.; Valverde, S.; et al. (2010): "Los nostálgicos del desierto": La cuestión mapuche en la Argentina y el estigma en los medios. *Revista Cultura y representaciones sociales*. Año 4, núm. 8, marzo 2010.
- Walter, Mariana (2008): *Nuevos conflictos mineros en Argentina: El caso Esquel (2002-2003)*. *Revista Iberoamericana de Economía Ecológica* Vol. 8: 15-28.

FILMS:

- *Kay Kay egu Xeg Xeg*. Campaña de Autoafirmación Mapuche Wefkvletuyin. <http://hemi.nyu.edu/cuaderno/wefkvletuyin/KayKay.htm>
- *Vienen por el oro, vienen por todo*, D'alo Abba, P. & Harbaruk, C. 2010
- *El país del diablo*, Andrés di Tella, 2008.
- *Tierra Adentro*, Ulises de la Orden. 2011.