

Department of Geography
University of California, Berkeley

**DECOLONIAL BORDER GEOGRAPHIES
GEOG 167AC**



Sharecropper (1952)

Elizabeth Catlett (Washington D.C. 1915-Cuernavaca, Mexico 2012)

Spring 2024

Tuesdays and Thursdays 3:30-5:00
Goldman School of Public Policy Room 150

Professor Diana Negrín da Silva, PhD

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Office hours: Mondays 12:00-1:00 & by appointment
587 McCone Hall

Teaching Assistants:

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Discussion Sections:

M-10:00-11:00 / T- 2:00-3:00

W- 1:00-2:00 / Th- 12:00-1:00

575 McCone Hall

COURSE DESCRIPTION

This course examines how our present-day geographies are shaped by regionally and globally produced imaginaries and relationships that set the foundation for contemporary struggles over our political, economic, and social identities and borders along and across the Caribbean and Latin American diaspora. Specifically, this course incorporates the study of the United States' relationship with Mexico, Central America, and the Caribbean to

better understand how these histories produce borders, regimes of migration and citizenship, and movements that articulate a decolonial turn in intellectual thought and within political and social action. We begin by exploring Mesoamerica and the Caribbean as physical and social spaces that were profoundly reshaped by European colonization and the imposition of new, yet distinct forms of racial and ethnic identifications. We will then learn how land ownership, political and economic power, and social movements shaped these places and countries. These histories will be read alongside the U.S.'s rise as a regional imperial power to understand how migration from countries in the Global South to the U.S. reflects a troubled relationship made manifest in today's foreign and migration policies that reinforce impossibly binary and bounded identities.

We conclude with an examination of decolonial intellectual, political, and social movements both south of the U.S. border as well as within communities in the United States, paying close attention to the ways Blackness, Indigeneity and Latinidad intersect and diverge through the creation and revitalization of rooted and routed identities, cultures, and spaces. This last component of the course seeks to bring a deeper historical and contemporary understanding to the social, political, and land-based opportunities that exist within decolonial frameworks and relationships. Through the final 'Neighborhood Survey Project,' students will have the chance to explore the ways in which colonial and postcolonial histories, public policy, and migration shape the geographies where our communities have come to live and settle.

LEARNING OUTCOMES

- Through course materials, lectures and discussion sections, students will develop a historical and geographical understanding of the U.S.-Mexico Borderlands, Latin America, and the Caribbean between the 15th and 21st Centuries;
- Through course materials, lectures and discussion sections, students will acquire theoretical foundations for understanding historical and contemporary political geographies in the Western Hemisphere, as well as contemporary foreign and migration policies as well as social movements that stem from these historical geographies;
- Through two take-home essays, students will develop and demonstrate analytical engagement with course topics and practice written argumentation;
- Through the final assignment, students will further develop their theoretical and conceptual engagement with the course topics while applying independent research methods and a choice of multiple genres to execute a written and/or visual project.

COURSE REQUIREMENTS

Assignments and Grade Breakdown:

☐ **20% *Lecture Attendance.*** Punctual attendance and engagement with lectures and lecture activities is essential for doing well in this course. Please come to class having completed the assigned readings for each class. If you should miss class due to illness or family emergencies, please inform me at your earliest. Consistent tardiness will result in a lowered grade; please advise me of any expected absences or challenges that you may have in attending lectures. Please keep me informed of any issues or challenges that will

affect your performance in our course. Class participation grade is based on each student's critical and respectful engagement with the course material. I will hand out an attendance sheet at the beginning of each class starting our second week of classes. Each student gets one free absence a semester that will be recorded in the attendance grade at the end of the term. **Communication is key. It is your responsibility to read all course announcements sent via bcourses which will announce any changes to syllabus, readings, course materials, and general updates and announcements.**

☐ **20% Discussion Section**—Attendance and participation in discussion sections is also an essential component to succeeding in this course. Discussion sections will provide support for understanding and more deeply engaging with the course readings and materials, as well as assistance with the class assignments. *Please see your Teacher Assistants' respective discussion syllabus for more information.*

☐ **15% Midterm 1**—2-3 page take-home essay covering materials from Unit 1

☐ **15% Midterm 2**—2-3 page take-home essay covering materials from Unit 2

☐ **5% Neighborhood Survey Project Proposal** (250-word abstract)

☐ **25% Neighborhood Survey Project**—Historical geographical and exploratory multi-genre research project on a selected neighborhood and its relationship with colonialism, migration and geography.

Calendar of Assignments:

Midterm 1—Take home paper	February 22
Neighborhood Survey Project Proposal	March 7
Midterm 2—Take home paper	April 2
Neighborhood Survey Project	May 6

Grading Scale:

- A – Student successfully meets and exceeds course requirements (90-100 points)
- B – Student meets course requirements, shows some need for improvement (80-89 points)
- C – Student meets minimum standards for obtaining credit (70-79 points)
- F – Student does not meet minimum standards and cannot obtain course credit (69 points or below)

CLASSROOM POLICIES AND UNIVERSITY RESOURCES

Learning Environment and Content: We will cover various contentious and politicized topics in this course, many of which will be unfolding in real time. While you are not required to hold the same political perspectives as your classmates or your professor, you

are required to treat everyone with respect and dignity. Our goal is to find ways to engage in constructive dialogues without denying the opinions and experiences that your peers bring to the table. Specifically, this course and its materials cover questions of colonialism and colonial violence, race and racism, U.S. foreign policy and contemporary migration policies. Content or trigger warnings for lessons will be noted as much as possible and I encourage students to spend some time overviewing the syllabus and ask me any questions pertaining to this content. *Ultimately, content and trigger warnings can provide a heads up to students who may need time to prepare (mentally, physically or otherwise) so that they can best engage with challenging and emotional course material.*

Come prepared: Bring pens and paper to every lecture for note taking and any in-class writing exercises. Take notes so you can keep track of ideas, questions, or any important references that may come up in lecture! If you need a digital device to take notes, please note the class policy on laptops, tablets and phones. *Above all else, engaged listening is the most important way to make the most out of course lectures.* Readings and multimedia materials are essential, please complete each before the lecture for which it is assigned. Videos and music should be treated as text as well in that they are required and may be relevant material for your essays and final project should be treated as text in that they are required and may be included in exams and assignments.

Late Work: Late submissions of course assignments are possible with prior permission. Talk to me as soon as possible if you anticipate the need for an extension on any assignment, otherwise, assignments turned in after deadline will be docked 10 %.

Students with Disabilities or Special Needs: Please bring any accommodations you will need to my attention and through the Disabled Student Program as soon as possible. We will provide all requisite accommodations and I am always happy to talk about how to make course materials as accessible as possible.

Laptops and other Digital Devices: I ask that the use of laptops and other digital devices during lecture be kept to a minimum and only for the purposes of accessing course materials and note taking. Please turn off your phones during lectures— I will not tolerate texting during lectures. Exceptions to this policy will be made directly with the professor.

Academic Integrity: Academic integrity is a joint endeavor among not only students, but the entire academic community in all scholarship and scholarly activity. In this course each of us is responsible for fostering an environment of honesty, fairness, and respect. UC Berkeley has strict policies concerning academic misconduct and dishonesty. The University defines academic misconduct as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community” (UC Berkeley Code of Student Conduct). This typically involves the following: (1) plagiarism: copying text or ideas from another source without appropriate reference; and (2) cheating: fraud or dishonesty in an academic assignment, including examinations. Cheating, plagiarism, and other academic misconduct will result in a failing grade on the assignment, paper, quiz, or exam in questions and will be reported to Student Judicial Affairs. For more

information about intentional academic misconduct and attendant consequences see: <http://advocate.berkeley.edu/conduct/>

STUDENT RESOURCES

- The Student Learning Center offers peer tutoring, writing support, and other academic resources. <http://slc.berkeley.edu>
- The Disabled Students' Program provides a wide range of resources to ensure equal access to educational opportunities, including advising, assessment, note-taking services, and academic accommodations. <http://www.dsp.berkeley.edu>
- The Tang Center / Counseling & Psychological Services (CAPS) offers immediate and long-term counseling services to assist students with a variety of concerns about academic success, mental health, life management, and personal development. <https://uhs.berkeley.edu/caps>
- Basic Needs Center provides food, housing, and other basic needs support and services. <https://basicneeds.berkeley.edu>
- PATH to Care Center provides affirming, empowering, and confidential support for survivors and those who have experienced gendered violence, including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. Confidential advocates bring a non-judgmental, caring approach to exploring all options, rights, and resources. <https://care.berkeley.edu>
- Office for the Prevention of Harassment & Discrimination (OPHD) Ensures that UC Berkeley provides an environment free from discrimination, harassment, and sexual violence. OPHD takes reports alleging discrimination and harassment on the basis of categories including race, color, national origin, gender, age, sexual orientation/identity, including allegations of sexual harassment and sexual violence. <https://ophd.berkeley.edu>

CLASS SCHEDULE AND READINGS

All course readings will be available at Copy Central on Telegraph Ave. and uploaded as PDFs to our bcourses site, unless otherwise noted. Note that some readings will be online articles and we will have occasional podcasts and videos as well. I encourage a printed reader for more versatile note-taking and referencing in class without the need for an electronic device.

UNIT ONE

Geographic Foundations, Beyond Coloniality
Pre-conquest geographies, colonial racial formations, the creation of national borders

WEEK 1—REGIONAL GEOGRAPHIC AND HISTORICAL FOUNDATIONS I

Tuesday, January 16—Course introduction

Thursday, January 18—Tenochtitlán and the Creation of ‘New Spain’

Bernal Díaz del Castillo. 1963. Arrival in the Splendid City of Tenochtitlan. *The Conquest of New Spain*. Translated by J.M. Cohen. Albuquerque, NM: University of New Mexico Press, ps. 156-183. [Available on bcourses]

Barbara E. Mundy. 1996. *The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geográficas*. Chicago, IL: University of Chicago Press. “Chapter One: Spain and the Imperial Ideology of Mapping”, ps. 1-9. [Available on bcourses]

****Accompanying Music****

“Aguanile”—Héctor Lavoe

“Latinoamérica”—Calle 13

“Maldición de Malinche”—Amparo Ochoa

“Cortez the Killer”—Neil Young and Crazy Horse

WEEK 2—REGIONAL GEOGRAPHIC AND HISTORICAL FOUNDATIONS II

Tuesday, January 23—Imagining the Colonial

Saidiya Hartman. 2008. Venus in Two Acts. *Small Axe* 12 (2), pp. 1–14. [Course Reader]

Tiffany Lethabo King. 2019. *The Black Shoals: Offshore Formations of Black and Native Studies*. Durham, NC: Duke University Press. “The Map (Settlement) and the Territory (The Incompleteness of Conquest),” pp. 74-111. [Course Reader]

Thursday, January 25—Race and Ethnicity in Colonial New Spain

Susan Deans-Smith. “Casta Paintings” in *Not Even Past*, November 9, 2011, <https://notevenpast.org/casta-paintings/> [Online reading]

María José Afanador. “Naming and Picturing the New World Nature” in *Not Even Past*, April 30, 2011, <https://notevenpast.org/naming-and-picturing-new-world-nature/> [Online Reading]

Listen: Claudio Lomnitz on “The History of Racial Identity in Mexico” *Latino USA* 2016 <http://latinousa.org/2016/04/22/claudio-lomnitz-history-racial-identity-mexico/>

****Accompanying Music****

“Congo Yambumba”—Los Muñequitos de Matanzas

“Afro Blue”—Mongo Santamaría

“Afro Blue”—John Coltrane

“Afro Blue”—Abbey Lincoln

WEEK 3— RACE AND ETHNICITY IN THE AMERICAS/ABYA YALA

Tuesday, January 30—Race and Racism Across Borders

Coco Fusco. 2003. Racial Time, Racial Marks, Racial Metaphors. *Only Skin Deep: Changing Visions of the American Self*. New York, NY: Harry Abrams, Inc. and International Center of Photography, pp. 13-50. [Course Reader]

Thursday, February 1—Multiple Borderlands and Crossings

Jack D. Forbes 2010. Black Pioneers: The Spanish-Speaking Afro-Americans of the Southwest. *The Afro-Latin@ Reader: History and Culture in the United States*. Miriam Jiménez-Román and Juan Flores, eds. Durham, NC: Duke University Press, pp. 27-37. [Course Reader]

Susan D. Greenbaum. 2010. Afro-Cubans in Tampa. *The Afro-Latin@ Reader: History and Culture in the United States*. Miriam Jiménez-Román and Juan Flores, eds. Durham, NC: Duke University Press, pp. 51-61. [Course Reader]

****Accompanying Music****

“Four Women”—Nina Simone

“Drowning”—Mick Jenkins

“The Invasion”—Burning Spear

“Nada”—Lido Pimienta

WEEK 4—ABOLITION AND REVOLUTION ON THE BORDERLANDS

Tuesday, February 6—Freedom and Power in Cuba and Haiti

Ada Ferrer. 2014. *Freedom’s Mirror: Cuba and Haiti in the Age of Revolution*. Cambridge University Press. “Introduction: The Haitian Revolution and Cuban Slave Society”, ps. 1-16, “Epilogue: Haiti, Cuba, and History: Antislavery and the Afterlives of Revolution”, ps. 329-346. [Course Reader]

Paul Ortiz. 2018. “The Haitian Revolution and the Birth of Emancipatory Internationalism, 1770s to 1820s” in *An African American and Latinx History of the United States*. Boston, MA: Beacon Press, ps. 12-32. [Course Reader]

Guest Speaker: Doug Parada, The American Cultures Center, UC Berkeley

Thursday, February 8—The U.S. Invasion of Mexico

Paul Ortiz. 2018. “The Mexican War of Independence and US History: Anti-Imperialism as a Way of Life, 1820s to 1850s”. *An African American and Latinx History of the United States*. Boston, MA: Beacon Press, ps. 33-53. [Course Reader]

****Accompanying Music****

“Alma Mestiza”—Rebecca Lane

“Agua Corre”—Chooti Maa

“La Bamba Rebelde”—Las Cafeteras

“La Negra”—Traditional Mariachi

WEEK 5—US HEGEMONY & FRONTIER POLITICS

Tuesday, February 13— U.S. Intervention, from 1898 to the Cold War--California

Dale Walker. 1999. *Bear Flag Rising: The Conquest of California, 1846*. Forge Books, ps. 116-130. [Course Reader]
Richard Rodríguez. 1992. "The Head of Joaquín Murrieta." *Days of Obligation: An Argument with My Mexican Father*. New York: Viking, ps. 133-148. [Course Reader]

*Mariana Mora Conversation with Pablo González, Courtney Morris and Diana Negrín
@ International House, 4-5 pm*

Thursday, February 15— U.S. Intervention, from 1898 to the Cold War—Central America

Steve Kinzer. 2006. *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. New York, NY: Times Books. Selections, ps. 31-55, 127-147.
Pablo Neruda. 1950. "La United Fruit Company" (1950). [Course Reader]
Claribel Alegria. 2013. *Halting Steps: Collected and New Poems*. Evanston, IL: Curbstone Books/Northwestern University Press. Selections. [Course Reader]

****Accompanying Music****

"Corrido de Joaquín Murrieta"—Hermanos Sánchez y Linares
"Casas de Cartón"—Los Guaraguao
"Los Estudiantes"—Los Guaraguao

UNIT TWO

***20th Century political transformations, migration policy
and the militarization of the southern border***

WEEK 6—EMPIRE AND DISPLACEMENT

Tuesday, February 20— Empire, Conflict and the Salvadoran Diaspora

Roberto Lovato. 2020. *Unforgetting: A Memoir of Family, Migration, Gangs, and Revolution in the Americas*. New York: Harper Collins Publishers, Parts I & II, ps. 13-73. [Course Reader]

Listen: "A Brief History of the U.S. in Central America" in *Latino USA*, September 12, 2014. <http://latinousa.org/2014/09/12/roots-child-migrant-crisis/>

***In class film:** Pamela Yates and Newton Thomas Sigel. *When the Mountains Tremble* (1986)

Thursday, February 22—Empire, Conflict and the Salvadoran Diaspora

Roberto Lovato. 2020. *Unforgetting: A Memoir of Family, Migration, Gangs, and Revolution in the Americas*. New York: Harper Collins Publishers, Parts III & IV, ps. 77-128. [Course Reader]

Continue: *In class film: *When the Mountains Tremble* (1986)

****First take-home paper due, Unit 1****

****Accompanying Music****

"Días y Flores"—Silvio Rodríguez
"La Maza"—Mercedes Sosa
"Mal Bicho"—Los Fabulosos Cadillacs

WEEK 7—THE CREATION OF THE U.S.///MEXICO BORDER

**** (Sections will be meeting at the Map Library on the ground floor of McCone Hall)**

Tuesday, February 27—Creating the U.S.-Mexico Border

Rachel St. John. 2011. Chapter Four—The Space Between: Policing the Border. *Line in the Sand: A History of the Western U.S.-Mexico Border*. New Jersey: Princeton University Press, ps. 90-118. [Course Reader]

Katherine Morrissey. 2018. Monuments, Photographs and Maps: Visualizing the Mexico-U.S. Border in the 1890s. *Border Spaces: Visualizing the U.S.-Mexico Frontera*. Tucson, AZ: University of Arizona Press, ps. 39-65. [Course Reader]

Thursday, February 29 (!)—Migration and Afro-Latinidad

Ryann Mann-Hamilton. 2010. Retracing Migration: From Samaná to New York and Back Again. *The Afro-Latin@ Reader*, ps. 422-425. [Course Reader]

Aida Lambert. 2010. We Are Black Too: Experiences of an Honduran Garífuna. *The Afro-Latin@ Reader*, ps. 431-433. [Course Reader]

Pablo Yoruba Guzmán. 2010. Before People Called Me a Spic, They Called Me a N-----. *The Afro-Latin@ Reader*, ps. 235-243. [Course Reader]

Gabriel Haslip-Viera. 2010. Changing Identities: An Afro-Latin@ Family Portrait. *The Afro-Latin@ Reader*, ps. 142-149. [Course Reader]

****Accompanying Music****

“La Línea”—Lila Downs

“Welcome to Tijuana”—Manu Chao

“Softly, Puerto Rican, You’re Not Alone”—Piri Thomas

“Be Thankful for What You Got”

WEEK 8— RACIALIZING AND MILITARIZING MIGRATION

Tuesday, March 5— Mexico as Destination

Roberto Chao Romero. 2010. *The Chinese in Mexico, 1882-1940*. Tucson, AZ: University of Arizona Press. “Introduction: Chinese Immigration to Mexico and the Transnational Commercial Orbit,” pp.1-11, “The Dragon in Big Lusong: Chinese Immigration to Mexico and the Global Chinese Diaspora,” pp. 12-29. “Conclusions,” pp. 191-197. [Course Reader]

Thursday, March 7—Haiti and Differential Immigration Policy

Jenna Loyd and Alison Mountz. 2018. *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States*. Berkeley, CA: University of California Press. “Chapter 2: Militarizing Migration: The Politics of Asylum and Deterrence,” pp. 54-84; “Chapter 5: Safe Haven: The Creation of an Offshore Detention Archipelago,” pp. 147-174. [Course Reader]

****Accompanying Music****

“Hoja en blanco”—Monchy y Alexandra

“Fragil”—Yaritza y su Esencia

“Dyasporafriken”—Vox Sambou

“Dreamland”—Bunny Wailer

****Neighborhood Survey Project Proposals Due****

WEEK 9—FLIGHT AND HOPE ACROSS THE SOUTHERN BORDER

Tuesday, March 12—Life and Death at the Border

Jason De León. 2015. *The Land of Open Graves*. Berkeley, CA: UC Press. “Introduction”, pp. 1-19, “Chapter 1: “Prevention Through Deterrence”, pp. 23-37. [Course Reader]

Guest speaker: Susan Powell-Map Library

Thursday, March 14—Hope, Roots and Routes

Adriana Cruz-Manjarrez, Adriana. 2013. *Zapotecs on the Move: Cultural, Social, and Political Processes in Transnational Perspective*. Rutgers University Press. “Chapter 1: The Yalalag Zapotecs—A Town of Immigrants”, pp. 20-44. “Chapter 2: Building Community and Connections in Los Angeles”, pp. 45-68. [Course Reader]

****Accompanying Music****

“The Border”—Gregory Isaacs
“La Jaula de Oro”—Los Tigres del Norte
“La Carcancha”—Selena
“Transgresores de la Ley”—Tijuana No!

UNIT THREE

Decolonial and Indigenous Theories and Praxis Beyond Borders

WEEK 10—TOWARD A “NEW SCIENCE OF THE WORD”

Tuesday, March 19—Language and Epistemology Beyond the West

Fernando Coronil. 1996. Beyond Occidentalism: Toward Nonimperial Geohistorical Categories. *Cultural Anthropology*, Volume 11, Number 1, February 1996, pp. 51-87. [Course Reader]

Guest Speaker: Committee of South African Solidarity (COSAS)

Thursday, March 21— Sylvia Wynter and the Caribbean borderlands

Sylvia Wynter. 2003. Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument. *CR: The New Centennial Review*, 3(3), pp. 257-337. [Available on bcourses]

****Accompanying Music****

“El diluvio”—Venado Azul
“El Pescador”—Toto la Momposina
“Short Stuff/Solidarity”—Don Cherry

WEEK 11

SPRING BREAK MARCH 25-29 / NO CLASS

WEEK 12—ANZALDUAN THEORIZATIONS AND (DE)COLONIALITY

Tuesday, April 2—The Border Colonial

- Gloria Anzaldúa. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. “Homeland, Aztlán/El Otro México” (pp. 23-36), “How to Tame a Wild Tongue” (pp. 75-86), “La conciencia de la mestiza/Toward a New Consciousness” (pp. 99-113). [Course Reader]
- Ana Louise Keating. 2006. “From Borderlands and New Mestizas to Nepantlas and Nepantleras: Anzaldúan Theories for Social Change.” *Human Architecture: A Journal of the Sociology of Self-Knowledge*, Volume 4, Issue 3, pp. 5-16. [Course Reader]

Second short paper due, Unit 2

Thursday, April 4— Indigeneity and Activism at the U.S./Mexico Border

- Christina Leza, Christina. 2019. *Divided Peoples: Policy, Activism, and Indigenous Identities on the U.S.-Mexico Border*. Tucson, Az: University of Arizona Press. “Chapter 3: An Indigenous Alliance on the Border”, pp. 77-105. [Course Reader]
- Listen:** “Border wall would cut across land sacred to native tribe” in *National Public Radio*, February, 23, 2017. <https://www.npr.org/2017/02/23/516477313/border-wall-would-cut-across-land-sacred-to-native-tribe>

Accompanying Music

“Derecho de Nacimiento”—Natalia Lafourcade
“Colores”—Ampersan
“Ice El Hielo”—La Santa Cecilia
“Orgullosa Soy Raíz”—María Reyna

WEEK 13—BORDERS, THE CREATION OF ILLEGALITY & RECOGNITION

Tuesday, April 9—Navigating and Resisting Illegality

- Genevieve Negrón-González. 2017. Political Possibilities: Lessons from the Undocumented Youth Movement for Resistance to the Trump Administration. *Anthropology & Education Quarterly*, Vol. 48, Issue 4, pp. 420–426. [Course Reader]

Thursday, April 11—Subjectivity and Recognition

- Glen Sean Coulthard. 2009. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis, University of Minnesota Press, “Introduction: Subjects of Empire,” pp. 1-24. [Course Reader]

Accompanying Music

“Cuando se van?”—La Doña
“Billete Grande”—Fuerza Regida
“Bilingüe”—Snow tha Product
“Killing in the Name”—Rage Against the Machine

WEEK 14— DECOLONIZING HISTORY AND IDENTITY

Tuesday, April 16—Plural Territories

Arturo Escobar. 2015. Thinking-feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South. *Revista de Antropología Iberoamericana*, Volume 11, Issue 1, pp. 11-32. [Course Reader]

Thursday, April 18—Identity and Relations

Édouard Glissant. 2010 [1990]. *Poetics of Relation*. Ann Arbor, MI: The University of Michigan Press, pp.1-22, 141-157, 189-194. [Course Reader]

Guest Speaker: Roberto Lovato

Accompanying Music

“Holler If you Here Me”—Tupac Shakur
“Tijuana Makes Me Happy”—Nortec Collective
“La Perla”—Residente and Rubén Blades

WEEK 15—FROM DISPOSSESSION TO RESISTANCE

Tuesday, April 23 — Globalization and the Zapatista Uprising

Zapatista Army for National Liberation. 1994. *First Declaration of the Lacandon Jungle*. [Available on bcourse]

Mariana Mora. 2017. *Kuxlejal Politics: Indigenous Autonomy, Race, and Decolonizing Research in Zapatista Communities*. Austin, Tx: University of Texas Press. “Chapter 6: “Mandar Obedeciendo; or, Pedagogy and the Art of Governing,” pp. 187-229. [Course Reader]

Thursday, April 25—Autonomy and Decolonization

Glen Sean Coulthard. 2009. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis, University of Minnesota Press. “Conclusion. Lessons from Idle No More: The Future of Indigenous Activism,” pp. 151-180. [Course Reader]

Guest Speaker: Roberto Lovato

Accompanying Music

“The Virus”—A Tribe Called Red, Ft. Chippewa Time Travelers
and Saul Williams
“Prayer Loop Song”—Supaman
“Cumbia Jazz Fusion”—Charles Mingus

Week 16—Review Week (NO CLASS)—Extra office hours will be offered

****Neighborhood Survey Projects due May 6 at 11:59 pm****