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INDIGENOUS CULTURES OF LATIN AMERICA

LAA 302/602 Line # 40647, ANTH 501 Line #14423

Spring 2003

3 credits

318 Bailey

MWF 9:30-10:20

Blackboard:

https://courseware.ku.edu/lawrence_login.html

Pakal B'alam, Martina Masaquiza, Dr. Brent Metz

Pakal@ku.edu, Martina@ku.edu, bmetz@ku.edu

Office 320 Bailey

Office Hrs: T 1-4:00, Wed 11-4:00, & by appt.

Tel: 864-4213

Description: Most Native Americans live in what today we refer to as “Latin” America. About 40 million Native Americans inhabit Latin America, and in some countries like Bolivia and Guatemala, they constitute the majority of the population. Most other Latin Americans are *mestizos* with mixed Native, European, and African heritage. Over the 500 years since the European invasion of the Americas, Europeans have periodically predicted the disappearance of Native Americans and their cultural distinctiveness, but Indigenous Americans have survived despite overwhelming odds against them, proving an extraordinary capacity to adapt to alien occupation. The uniqueness of indigenous cultures, including their communitarian ethics, their close relationship with their environment and each other, and their chameleon-like abilities to adjust to dire circumstances have much to teach us. In this class, co-taught by two indigenous Latin Americans and one anthropologist, we will survey the history and changing traditions of Latin America’s diverse native populations.

Few universities in the nation offer instruction in indigenous Latin American languages, and the University of Kansas offers not one but two: Kaqchikel-Maya and Quichua. Kaqchikel-Maya, with about 450,000 speakers, is one of the most widely spoken of the 30 Maya languages in Mexico, Guatemala, Belize, and Honduras. The Maya language family is the second largest indigenous language group in the Americas and is one of the few in world in which writing was developed. The largest indigenous language family in the Americas is Quechua, of which Quichua is the Ecuadorian dialect. Because Quechua was the official language of the Inca Empire, it now has over 13 million speakers and is spoken from southern Colombia, Ecuador, Peru, Bolivia, northwestern Argentina, to northern Chile. Maya languages and Quechua have introduced such words to English as hurricane, buccaneer, jerky, potato, quinoa, and llama. This course provides excellent background for learning these languages, which KU offers every semester.

Course Goals: By the end of the semester you should be a budding expert on the major indigenous cultural groups in Latin America and comprehend the complexities of current political, economic, linguistic, educational, and propriety issues faced by indigenous peoples.

Undergrad Grading (LAA 302, ANTH 501 taken by undergrads): Our guiding concerns in evaluating your performance are professionalism and fairness. To be fair to you and everyone associated with KU, standards must be high. Out of fairness to your fellow students and ourselves, we cannot custom-design the course deadlines to fit the uniqueness of each of your lives. Everyone must

abide by the same deadlines and grading structure (at the respective undergraduate and graduate levels). Your grade will be based on the number of points you accumulate throughout the semester. Everyone starts with 0. You can earn points by 1) participating daily in class, 2) taking a geography quiz, and 3) taking 3 exams. Participation is critical for deepening understanding of readings and contributing personal insights. It means at minimum a) reading the assigned material on time, b) coming to class with 2 typed questions or a short paragraph summarizing the readings, and c) regularly discussing the readings in class. We understand that some students like to talk a lot while others are more shy or humble, but we will do our best to ensure that everyone will have the opportunity to participate orally in a comfortable setting. Some points to think about while you are reading the assignments include: i) the parts that are unclear or difficult, ii) the key concepts, iii) the key point(s), and iv) your opinion of the readings' arguments and value. You may earn up to 2 pts per class for participation, and you may miss 2 classes and still acquire the full number of participation points available. The exams will primarily consist of short written answers. Because the first 2 exams will take place during normal class sessions, you will only have 50-60 minutes to complete them.

Grad Student Grading (LAA 602, ANTH 501 taken by grads): Those students enrolled in LAA 602 or grad students enrolled in ANTH 501 will be evaluated on the basis of a) class participation, b) the 3 exams, c) 1 class discussion leadership, and d) a 15-20 page research paper/presentation. Class discussion leadership should entail the design of good discussion questions, writing them on the board before class, and leading discussion for the first 40 minutes of class. The research paper provides the opportunity to explore in greater depth the issues that interest you most. There are 4 deadlines for the paper, each allowing you to earn points: 1) the submission of 3 *reasonable* topics on Feb 10; 2) the submission of your final topic on Mar 3; 3) the submission of your draft outline and bibliography on April 21; and 4) the submission of your final paper on May 7. Evaluation of the papers will be based on a variety of criteria, including the quality of each submission, the polish of paper, and the quality and effort of your research. Topics should not be too specific that you won't find any sources, or too general that you will say nothing that we don't already know. You should explicitly relate your research to the course material (i.e., compare/contrast with *related* readings) to receive full credit.

Undergrads	LAA 302, ANTH 510		
Participation	84 pts	A	360+ pts
Geography Quiz	16	B	320+
Exam 1	100	C	280+
Exam 2	100	D	240+
Exam 3	100	F	<240
TOTAL POINTS	400 pts		

Grads	LAA 602, ANTH 501		
Participation	84	A	486+ pts
Geography Quiz	16	B	432+
Class leadership	15	C	378+
Exam 1	100		

Exam 2	100		
Exam 3	100		
Research Paper	125		
TOTAL POINTS	540		

Blackboard Website: The Blackboard web site enables you to access course materials on-line. You will have access to the site (<http://courseware.ukans.edu/>) within 48 hours of registering for the course. On Blackboard you can check your grades, find exam questions, review the syllabus policies, see updated reading schedules, consult a course calendar of required and extracurricular events, and find handouts, weblinks, and email addresses for classmates and the prof, among other resources. If you have a Blackboard access or email problem, please address it at the start of the semester because

The Instructors:

Martina Masaquiza is a native speaker of *Runa Ximi* from Salasaca in the central highlands of Ecuador. She taught in rural Quichua schools for 6 years before earning her B.A. and M.A. degrees at the University of Wisconsin. She has taught Quichua at the university level for 10 years.

Pakal B'alam is a native Kaqchikel-Maya speaker from Tecpán, Guatemala. He received his licenciatura in Linguistics from Mariano Galvez University in Guatemala. Near completion of his Masters degree in Latin American Studies, he has taught Kaqchikel at the University of Kansas since 1999.

Brent Metz earned his Ph.D. in Anthropology from the State University of New York (SUNY) at Albany. He learned Ch'orti'-Maya as part of his anthropological research. He has taught in five universities and has been the Assistant Director of KU Latin American Studies since 2001. He will be leaving to Central America in April, at which point Pakal and Martina will be take control of the course.

Required Text (available at the Union Bookstore or at webstores like Amazon.com)

Carmack, Robert M., Janine Gasco, and Gary H. Gossen, eds.

1996 *The Legacy of Mesoamerica: History and Culture of a Native American Civilization*. Upper Saddle River, NJ: Prentice Hall.

BUY BOOKS EARLY, AS THEY ARE UNAVAILABLE AFTER THE FIRST MONTH OF THE SEMESTER!!!!

ARTICLES AND BOOK CHAPTERS are available at Watson Library Reserve, and on the [e-reserve website](#).

If you don't wish to print out your own articles and chapters from Blackboard and Watson e-reserves, you can purchase a coursepack in Latin American Studies (320 Bailey) for \$.07 per side (~\$30).

Course Schedule

Fri Jan 17	Introduction	
Mon Jan 20	MARTIN LUTHER KING DAY	
THE GENERAL CONTEXT		
Wed Jan 22	Kizca, John, 1998, The Indian in Latin American History. In: <i>Crossing Currents: Continuity and Change in Latin America</i> . Michael B. Whiteford and Scott Whiteford, eds. Upper Saddle River, NJ: Prentice Hall, pp.88-97.	1 hr
Fri Jan 24	Metz, Brent, 1998, Without Nation, Without Community: The Growth of Maya Nationalism among Ch'orti's of Eastern Guatemala. <i>Journal of Anthropological Research</i> 54(3):325-349.	1 hr
LOWLAND LATIN AMERICA (Brent)		
Mon Jan 27	Wilson, David J., 1999, The Ona and Yahgan. In <i>Indigenous South Americans of the Past and Present: An Ecological Perspective</i> . New York: Westview, pp.114-138. [Aline Hoey gives brief Peace Corps recruitment talk]	1 hr
Wed Jan 29	Mayberry-Lewis, David, 1990, Becoming Indian in Lowland South America. In <i>Nation-States and Indians in Latin America</i> . Greg Urban and Joel Sherzer, eds. Austin: University of Texas Press, pp.207-233. Geography Quiz	1½ hrs
Fri Jan 31	Gordillo, Gastón, 2002, The Breath of the Devils: Memories and Places of an Experience of Terror. <i>American Ethnologist</i> 29(1):33-57.	1 hr
Mon Feb 3	Bodley, John, 2000, Native Amazonians: Villagers of the Rainforest. In <i>Cultural Anthropology: Tribes, States, and the Global System</i> . Mountain View, CA: Mayfield, pp.54-87.	1½ hrs
Wed Feb 5	1. Posey, David Addison, 1994, Environmental and Social Implications of Pre- and Postcontact Situations on Brazilian Indians. In <i>Amazonian Indians from Prehistory to the Present</i> . Anna Roosevelt, ed. Tucson: University of Arizona Press, pp.271-286. 2. Dean, Bart. 1995, Forbidden Fruit: Infidelity, Affinity and Brideservice among the Urarina of Peruvian Amazonia. <i>Journal of the Royal Anthropological Institute</i> 1(1): 87-110. (available on Blackboard "Assignments")	2 hrs
Fri Feb 7	1. Reed, Richard K., 1994, Cultivating the Tropical Forest. In <i>Conformity and Conflict</i> . James P. Spradley and David W. McCurdy. Boston: Little, Brown, pp.126-135. 2. Rudel, Thomas K., Bates, Diane, and Rafael Machinguashi, 2002, Ecologically Noble Amerindians? Cattle Ranching and	1¼ hrs

	Cash Cropping among Shuar and Colonists in Ecuador. <i>Latin American Research Review</i> 37(1):144-159.	
Mon Feb 10	<u>Video</u> : “The Kayapo” <i>Grad students turn in 3 potential topics for their paper</i>	
Wed Feb 12	1. <u>Discuss Video</u> 2. Herlihy, Peter, 1997, Central American Indian Peoples and Lands Today. In <i>Central America: A Natural and Cultural History</i> . Anthony G. Coates, ed. New Haven: Yale University Press, pp.215-240.	1 hr
Fri Feb 14	<u>Video</u> : “From the Heart of the World: The Elder Brothers’ Warning” 60 mins	
Mon Feb 17	1. Discuss Video 2. Herlihy, Laura, 2002, “Miskitu Identity in the Río Plátano Biosphere Reserve, Honduras”	1 hr
Wed Feb 19	1. <i>Cultural Survival Voices</i> , 2002, Ecuador Doubles Oil Production, p.5. 2. Izquierdo, Rebeca, 2001, The Thinking People: The U’wa Battle Oxy. <i>Cultural Survival Quarterly</i> (fall):36-39. 3. Proctor, Rachel, 2001, Tourism Opens New Doors, Creates New Challenges, for Traditional Healers in Peru. <i>Cultural Survival Quarterly</i> (winter):14-16. 4. Snow, Stephen G., 2001, The Kuna General Congress and the Statue on Tourism. <i>Cultural Survival Quarterly</i> (winter):17-19. <u>Video</u> : “Trinkets and Beads” 52 mins	1 hr
Fri Feb 21	Discuss video and 4 articles	
Mon Feb 24	EXAM 1	2 hrs
MESOAMERICA (Pakal)		
Wed Feb 26	Carmack, Robert M., Janine Gasco, and Gary H. Gossen, 1996, Chapter I: Introduction. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.1-21 only .	1 hr
Fri Feb 28	Gasco, Janine, and Michael E. Smith, 1996, Chapter 2: Origins and Development of Mesoamerican Civilization. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.57-79.	1 hr
Mon Mar 3	Justeson, John S., and George A. Broadwell, 1996, Chapter 11: Language and Languages in Mesoamerica. In <i>The Legacy of Mesoamerica: History and Culture of a Native American</i>	1½ hrs

	<i>Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.379-405. Grad students turn in final paper topic	
Wed Mar 5	Burkhart, Louise M., and Janine Gasco, 1996, Chapter 5: The Colonial Period in Mesoamerica. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.154-195.	1½ hrs
Fri Mar 7	Burkhart, Louise, 1996, Chapter 12: Indigenous Literature in Preconquest and Colonial Mesoamerica. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.407-441.	1¼ hrs
Mon Mar 10	Video: 1. “Lost Kingdoms of the Maya” 60 mins OR 2. “The Aztec Empire” 50 mins OR 3. “Conquest of Mexico” 35 mins + “Fall of the Maya” 20 mins OR 4. “Mayan: A History of the Mayas” 50 mins OR 5. “Mexican Prehispanic Cultures” 26 mins + “Popol Vuh” 30 mins OR 6. “Quest: The Lost World of the Maya” 50 mins OR 7. “Mexico: 1910-1940” 52 mins	
Wed Mar 12	Carmack, Robert M., and Gary H. Gossen, 1996, Chapter 6: Mesoamericans in the Era of Liberal Reforms. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.196-237.	1¾ hrs
Fri Mar 14	Gossen, Gary H., 1996, Chapter 8: The Religious Traditions of Mesoamerica. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.290-319.	1½ hrs
Mar 17 – 21	SPRING BREAK	
Mon Mar 24	Rosenbaum, Brenda, 1996, Chapter 9: Women and Gender in Mesoamerica. In <i>The Legacy of Mesoamerica: History and Culture of a Native American Civilization</i> . Robert M. Carmack, Janine Gasco, and Gary H. Gossen, eds. Upper Saddle River, NJ: Prentice Hall, pp.321-351.	1½ hrs
Wed Mar 2	Guatemalan Commission for Historical Clarification, 1999, Conclusions: I. The Tragedy of the Armed Confrontation , and II. Human Rights Violations, Acts of Violence and Assignment of Responsibility . In <i>Guatemala: Memory of Silence</i> (31pp) http://shr.aaas.org/guatemala/ceh/report/english/toc.html BRENT	1½ hrs

	<u>Video</u> : “Haunted Land” 90 mins OR “The Long Road Home” 30 mins	
Fri Mar 28	Discuss video & Mar 26 reading. Brent departs for LASA and Central America	
Mon Mar 31	Cojti, Demetrio, 1996, The Politics of Maya Revindication. In <i>Maya Cultural Activism in Guatemala</i> . Edward F. Fischer and R. McKenna Brown, eds. Austin: University of Texas Press, pp.19-50.	1½ hrs
Wed Apr 2	Gossen, Gary, 1996, Maya Zapatistas Move to the Ancient Future. <i>American Anthropologist</i> 98(3):528-538. <u>Video</u> : “Zapatista” 54 mins BRENT	1 hr
Fri Apr 4	Discuss video and Gossen	
Mon Apr 7	EXAM 2	
THE ANDES (Martina)		
Wed Apr 9	Murra, John, 1984, Andean Societies Before 1532. In <i>The Cambridge History of Latin America, Vol I</i> . Leslie Bethell, ed. New York: Cambridge University Press, pp.59-90.	1½ hrs
Fri Apr 11	Stern, Steve J., 2000, Early Spanish-Indian Accommodation in the Andes. In <i>The Indian in Latin American History</i> . John E. Kicza, ed. Wilmington, DE: Scholarly Resources, pp.23-52.	1 hr
Mon Apr 14	Adorno, Rolena, 1994, The Art of Survival in Early Colonial Peru. In <i>Violence, Resistance, and Survival in the Americas: Native Americans and the Legacy of Conquest</i> . William B. Taylor and Franklin Pease G.Y., eds. Washington: Smithsonian Institution Press, pp.67-97.	1 hr
Wed Apr 16	Campbell, Leon G., 1979, Recent Research on Andean Peasant Revolts, 1750-1820. <i>Latin American Research Review</i> 14(1):3-49.	1¾ hrs
Fri Apr 18	1. Wilson, David J., 1999, The Q’eros Quechua. In <i>Indigenous South Americans of the Past and Present: An Ecological Perspective</i> . New York: Westview, pp.304-317. 2. Wilson, David J., 1999, The Kallawaya. In <i>Indigenous South Americans of the Past and Present: An Ecological Perspective</i> . New York: Westview, pp.317-333. Grad students turn in bibliography for paper/presentations <u>Video</u> : “Q’eros: The Shape of Survival” 52 mins	1½ hrs
Mon Apr 21	Discuss video and Wilson articles Grad level students email draft outline & bibliography to bmetz@ku.edu	
Wed Apr 23	Albó, Xavier, 1999, Andean People in the Twentieth Century: Resistance to Expropriation (1900-1930). In <i>The Cambridge History of the Native Peoples of the Americas</i> . Frank Salomon and Stuart B. Schwartz, eds. New York: Cambridge	1¼ hrs

	University Press, pp.765-789.	
Fri Apr 25	Albó, Xavier, 1999, Andean People in the Twentieth Century: Unions and Agrarian Reforms (1930-1973). In <i>The Cambridge History of the Native Peoples of the Americas</i> . Frank Salomon and Stuart B. Schwartz, eds. New York: Cambridge University Press, pp.790-823. <u>Video</u> : “Mirrors of the Heart” (first 25 minutes)	1½ hrs
Mon Apr 28	Albó, Xavier, 1999, Andean People in the Twentieth Century: The Return of the Indian (1973-1990s). In <i>The Cambridge History of the Native Peoples of the Americas</i> . Frank Salomon and Stuart B. Schwartz, eds. New York: Cambridge University Press, pp.823-860.	2 hrs
Wed Apr 30	Harris, Olivia, 1995, Ethnic Identity and Market Relations: Indians and Mestizos in the Andes. In <i>Ethnicity, Markets, and Migration in the Andes</i> . Brooke Larson and Olivia Harris, eds. Durham: Duke U. Press, pp.351-382.	1¼ hrs
Fri May 2	Radcliffe, Sarah A., 1997, The Geographies of Indigenous Self-Representation in Ecuador. <i>European Review of Latin American and Caribbean Studies</i> 63(December):9-27. <u>Video</u> : 5 minutes of “Levantamiento Indígena”	1 hr
Mon May 5	1. Chumpí Kayap, María, Jempekat, Miguel, Moreno, Carlos, and Charles David Kleymeyer, 1994, Work and Tradition. In <i>Cultural Expressions and Grassroots Development</i> . Charles David Kleymeyer, ed. Boulder: Lynne Rienner, pp.149-166.2. Karakras, Ampram, 2001, Indigenous Sovereignty: An Ecuadorian Perspective. <i>Cultural Survival Quarterly</i> (summer):60-62.3. Saroli, Anna, 2001, Can Quechua Survive? <i>Cultural Survival Quarterly</i> (summer):40-43. <u>Video</u> : “Mama Coca” 26 mins	1 hr
Wed May 7	Discuss video and articles from May 5 <i>Graduate level students email term papers to bmetz@ku.edu</i>	
Wed May 14	FINAL EXAM 7:30-10:00 a.m.	

Video Archive

THE AZTEC EMPIRE 50 mins. Return to the 1500's, when an advanced culture thrived on an island called Tenochtitlan. See how the people evolved laws, crafts, trades, and a harmonious social structure. Witness the arrival of the Spaniards, who decimated the ancient way of life. A complete overview of the great civilization. (#277)

LA BOCA DEL LOBO (THE LION'S DEN). 111 mins. 1988. In Spanish with English subtitles. The Peruvian army takes control of Chuspi, a small village isolated in the Andes by the revolutionary group "Sendero Luminoso" -- The Shining Path. Vitin Luna (Antonio Vega) and the other young soldiers must face an invisible, perhaps superior, force. Their unit is commanded by a brutal lieutenant

who declares the entire village guilty of treason. In the face of this crisis, Vitin must choose between blind obedience and his own conscience. (# 55) **Film guide available for this film. Film guides include background information about the social, cultural, and political environment necessary to understand the film. Also included are sample lesson plans which can assist in classroom use of the video in both language and social science classes. Film guides must be requested separately**

CHIAPAS: ROOTS OF REBELLION 25 mins 1994? Chronicles the horrendous oppressive social conditions that soon thereafter led to the Zapatista Rebellion in Chiapas, Mexico.

COLLAPSE (OUT OF THE PAST) 55 mins 1994? Compares the collapse of the Maya at Copán with the Fall of the Roman Empire, giving special weight to population, environmental, and political factors.

THE CONQUEST OF MEXICO 35 mins 1990? Provides a dramatic before, during, and after depiction of the fall of the Aztec Empire.

THE DAY SILENCE DIED. 108 mins. 1998. In Spanish with English Subtitles. Feature. Into this blissful remove comes a mysterious stranger who sets up a radio and loudspeakers in the town square, playing music (Elvis, no less!) and selling air-time to townspeople to broadcast their dirty laundry... and secret desires. When the radio operator falls in love with the shackled daughter of a cuckolded husband, *The Day Silence Died* settles into its "dreamy, lyrical way, gathering momentum built on themes of sexual jealousy and theatrical legerdemain!"(New York Times) (#347)

DISAPPEARING WORLD: CAKCHIQUEL MAYA OF SAN ANTONIO PALOPO. 52 mins. Disappearing World provides a precious record of the social structures and beliefs of societies confronting change and, in some cases, facing extinction y the pressures of our expanding technocratic civilization. Traveling to remote corners of five continents, film crews worked with anthropologists who have done extensive fieldwork with the societies concerned. The result is a series of accurate portraits in which the people are allowed to speak for themselves. (#330)

FALL OF THE MAYA 20 mins 1992. Brief documentary explaining the theories of Classic Maya collapse.

FROM THE HEART OF THE WORLD: THE ELDER BROTHERS' WARNING. 60 mins. 1990. BBC. The Kogi Indians of Colombia invited the BBC to their village high in the sierras. It is the first time anyone has been allowed to film their village and cultural traditions. The Kogi are the "elder brothers" and they have a warning to give to the "younger brothers" -- that the world is dying because the younger brothers are taking too much from Earth. (# 167)

THE GARIFUNA JOURNEY 47 mins. 1998 Shot entirely in Belize, the filmmakers worked closely with Garifuna tradition bearers, anthropologists and cultural activists during the research, scripting, production and editing phases of this project. This documentary presents the history, language, food, music, dance and spirituality of the Garifuna culture. (#252)

HAUNTED LAND. 90 mins. In this feature-length documentary, two paths cross on a tortuous descent into Guatemala's tragic past: that of Mateo Pablo, a Maya survivor of one of many massacres that took place during the country's recent civil war, and Daniel Hernández-Salazar, Guatemalan artist and photographer whose work deals with local human-rights violations. Together they travel to a

remote site in the highlands where the community of Petanac once stood. Mateo grew up and lived there until 1982, when his family and neighbors were tortured and murdered by the Guatemalan Army, whose soldiers later burned the village to the ground. But memory lingers. At Petanac and other Maya communities across Guatemala, survivors gather to bear witness as forensic experts unearth the mass graves of their loved ones. Once the dirt has been patiently removed by teams of archaeologists, the bones found in clandestine cemeteries tell their own mute story of agony and terror. In a series of moving interviews, Mateo and other survivors of the massacre at Petanac bear witness to the slaughter of family members and friends during one of the bloodiest periods in Central American history. Interspersed throughout the film are many of Hernández-Salazar's photos-compelling meditations on death and the life-affirming forces of hope, desire, longing and resistance that counteract it-which have become a symbol of the quest for truth about the atrocities committed in Guatemala. (#359)

THE INCAS 52 mins 1980. An archeological documentary that tours the Andes to untangle how the complex Incan Empire functioned, and the reveals the archeological techniques, such as surveys, excavation, statistics, and archival research used to recover the past.

THE LAST ZAPATISTA 29 mins 1995 Extended interviews with a peasant activist who fought along side Zapata in the Mexican Revolution but now laments that the Mexican government has abandoned the ideals of the Revolution in favor of allying with foreign corporate capital. The consequence of this betrayal is impoverishment of Mexico's campesinos.

THE LONG ROAD HOME. 30 mins. This documentary follows a 19-year old Mayan refugee living in Chicago to his former refugee camp in the Mexican state of Chiapas. The viewer learns why Ricardo Hernandez, his family and friends have to leave Guatemala, what life is like in exile and the cooperative efforts being taken by the refugees to return home. Ricardo's personal odyssey is intercut with a general history of Guatemala, children's illustrations, archival footage, interviews and camerawork capturing the music, dance and spirit of everyday life. (#145)

LOST KINGDOMS OF THE MAYA. 60 mins. 1992. National Geographic. A documentary about archaeologists' quest for the reason behind the collapse of the Maya. Heavy emphasis on Copan, Honduras and the clues that it uncovers. Also footage of Tikal and Dos Pilas in Guatemala. (# 34)

MAMA COCA. 26 mins. 1993. This fascinating program travels to Bolivia to investigate cocaine at its source. It talks to the Bolivian peasants who grow the coca and who believe that their tired land will grow nothing else; it also explains the Agro-Yungas project launched by the U.S. government to replace coca crops with coffee-and the reasons these farmers don't want to participate. The Amayras-descendants of the Incas-discuss the everyday and the sacred uses of the coca leaf. (#346)

MARTÍN CHAMBÍ AND THE HEIRS OF THE INCAS. 50 mins. 1986. In Spanish with English subtitles. Martín Chambí (1891-1973) was one of the most remarkable photographers of the 20th century. A full-blooded Indian, Chambí ran his own photographic studio in Cuzco, Peru's capital, and he photographed many of Peru's wealthy European families. Chambí's Indian roots also allowed him access to the other side of the social divide, and he made numerous trips into the countryside to document Indian culture and lifestyles. Today, Chambí's photos constitute a poignant record of an ancient civilization under the influence of European colonization. In addition to featuring some of Chambí's most stunning photos, the film includes interviews with Chambí's daughters, coworkers, and associates. Directed by Paul Yule and Andy Harries. (#117)

MAYAN: A HISTORY OF THE MAYAS 50 mins 1993. Archeological documentary of the Classic Maya period, with special emphasis on environmental considerations in the tropical jungle.

MEN WITH GUNS 128 mins. 1998 In Spanish with English subtitles. Eloquent and intelligent, director John Sayles tells the absorbing tale of a wealthy, elderly doctor (Federico Luppi) who decides to travel through his Latin American country to see how the young students he trained to work as doctors in impoverished native villages have fared. As he begins his journey through the backwaters of his unnamed country, he discovers that his well-meaning mission had horrific consequences. Along the way he encounters villagers terrorized by government troops, deadly bands of guerrillas, plucky kids who broker their survival daily, deserting soldiers scheming to stay alive, conflicted former priests and oblivious American tourists. Sayles tells his story in a series of vignettes—encounters on the road, stories told, flashbacks of earlier experiences, a touch of magic realism. Rated R. (#326)

MEXICAN PREHISPANIC CULTURES. 26 mins. This program emphasizes pre-Hispanic civilization. The video examines Teotihuacan, the Toltecs, the Aztecs and the Mayas, who pioneered studies in math, astronomy and art. The program also provides an overview of the art, ceramics, sculptures and murals that are collected in Mexican museums. (#107)

MIRRORS OF THE HEART ("Americas" series - Part IV). 60 mins. 1993. Explores shifting ethnic and racial definitions in the region, looking at Bolivia, Haiti and the Dominican Republic. (# 4)

EL NORTE. 141 mins. Spanish with English subtitles. 1984. When the father of two Mayan Indians is killed by government soldiers, they make the journey from Guatemala to America. This story depicts the problems faced by this brother and sister as they immigrate, and the hardships endured upon their arrival to the U.S. (#353)

POPUL VUH. A visual depiction of the ancient book *Popul Vuh*, using the same characters and hieroglyphics to tell its stories. (#351)

QEROS: THE SHAPE OF SURVIVAL. 53 mins. 1993. For the Qeros Indians, time appears to have stopped. They survive in an endless engagement with the forces of nature. They live in a region of the Peruvian Andes just below the snow-capped mountain peaks, where the wind howls and a perpetual mist rises from the jungle 8000 feet below. The beauty of the landscape is met by the harshness of their lives. This was once the territory of the Incas, who had conquered all the separate communities. The Incas are gone, but the people are still here. Their life revolves around their flocks of alpacas and llamas, and the mountain pastures are filled with the sound of many flutes. Offerings of burnt coca leaves are made to the spirits who live in the high mountain peaks. The ritual, which includes chewing the coca leaves, becomes a reintegration with the forces of nature. (#222)

QUEST: LOST WORLD OF THE MAYA. 50 mins. 1996. Quest. The Lacandron sect, which has dwindled to barely three hundred people, are the sole survivors of the great Mayan culture with roots traceable to pre-Colombian times without any Spanish or Christian influences. But the recent death, at age 110, of their revered leader, "Chan K," has cast an ominous shadow on their ancient calendar, which predicts the end of the world in 2006. (#213)

RIGOBERTA MENCHÚ: BROKEN SILENCE. 25 mins. 1994. "In recognition of her work for social justice and ethno-cultural reconciliation" she was awarded the Nobel prize on October 12, 1992. "The celebration of Columbus is for us an insult," said Menchú, one of the most outspoken, articulate

and persuasive advocates of native rights. This program presents a profile of this extraordinary self-taught woman, whose life has become a symbol of the sufferings, not only of her own Maya Quiché people, but of all the indigenous people of the Americas. (# 62)

TRINKETS & BEADS. 52 mins. 1996. Trinkets and Beads tells the story of how MAXUS set out to convince the Huaorani - known as the fiercest tribe in the Amazon - to allow drilling on their land. It is a story which starts in 1957 with the Huaorani massacre of five American missionaries, moving through the evangelization of part of the tribe by Rachel Saint, pollution of Huaorani lands by Texaco and Shell and manipulation and buying off of Huaorani leaders by MAXUS. Now the Huaorani leader, Moi, is trying to unite the tribe to force MAXUS off their lands. "It's not just about exploiting oil," says Moi, "it's about who controls the rainforest... it's everyone's concern because this is the heart of the world..." The story of how the Huaorani are attempting to survive in the Petroleum Age on their own terms, to outwit and outfight the forces of change, exposes one of the best-hidden consequences of our relentless drive to "develop" the world. Filmed over two years, TRINKETS & BEADS reveals the funny, heartbreaking and thrilling story of the battle waged by a small band of Amazonian warriors to preserve their way of life.

WAR OF THE GODS 66 mins 1972? Portrays the dramatic difference between Colombian Amazonian communities that have kept their traditional way of life versus those that have been missionized by evangelical Protestants from the U.S.

ZAPATISTA 54 mins. 1998. January 1, 1994: a few minutes after midnight in Southeastern Mexico and the North American Free Trade Agreement (NAFTA) has just become law. During the night, a small band of Indian rebels rises up in the state of Chiapas demanding local autonomy. They call themselves the Zapatista National Liberation Army (EZLN). Summer 1996: Three students from the United States and Europe hear something so new and powerful in the Zapatistas' message that they realize they must go to Chiapas. Armed only with credit cards and two state-of-the-art digital video cameras they make their way deep into the Lacandon jungle to join and document the ongoing rebellion. Combining the raw intensity of footage from the front lines with a hip digital aesthetic, Zapatista is the definitive look at the uprising in Chiapas. It is the story of how a few thousand Mayan peasants have transformed the political culture of Mexico forever. (#292)

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