Overview

This study-abroad course will look at the history of colonialism, human rights abuses and environmental destruction in the Amazon, while highlighting the efforts of the indigenous movement and environmentalist allies to reverse exploitation and forge new futures with new and traditional technologies.

Goals

At the end of this course you should have learned about:

- How colonialism continues in the global economies of today
- Historical and present-day indigenous resistance to colonialism
- Sustainability as a decolonial development pathway

Required Readings

You must purchase 2 books for this class. Excerpts and articles will be provided.

Texts


Handbook of excerpts and articles (provided)

Materials

This course requires 2 books. PDFs will be supplied in class. Students must bring a blank notebook and a pen in which to write field observations.

Evaluation & Milestones

**Daily: In Class Participation (40%)**

Actively participating in class and asking intelligent questions of the guest speakers is mandatory. If a student does an exceptional job of participating in class discussion, I reserve the right to consider their performance extra credit, and raise their grade up to 20%.

**Conversation Guides (15%)**

Periodically prepare a one-page guide to class discussion. SEE APPENDIX

**Journals (15%)**

A free-form journal blending your readings, lectures and experiences will be turned in at the end of each week.

**Essays (30%)**

You will write an opening essay (10%) and a closing essay (20%)
# Course Schedule

## WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>May 25</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Pack as light as possible, but be sure you pack for cool weather and rain.</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>May 26</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td><strong>Arrive in Ecuador. Someone will meet you at the airport.</strong></td>
</tr>
<tr>
<td></td>
<td>Those arriving early enough will be invited to go shopping for things they might need.</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>May 27</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td><strong>Introductions and Orientations</strong></td>
</tr>
<tr>
<td></td>
<td>8AM-9:30AM: Breakfast</td>
</tr>
<tr>
<td></td>
<td>10AM: Introductions</td>
</tr>
<tr>
<td></td>
<td>Course Orientation</td>
</tr>
<tr>
<td></td>
<td>Being an Anthropologist</td>
</tr>
<tr>
<td></td>
<td>Group Discussion on Core Concepts</td>
</tr>
<tr>
<td></td>
<td><strong>12:30: Lunch at Casa Warmi</strong></td>
</tr>
<tr>
<td></td>
<td>2:00PM Safety and Orientation to Quito</td>
</tr>
<tr>
<td></td>
<td>(Optional, pending time) Visit to Guayasamin’s Capilla del Hombre</td>
</tr>
<tr>
<td></td>
<td><strong>Essay #1 Writing Prompt: What do the words “development”, “colonialism” and “environmentalism” mean to you? Why do you think what you do?</strong></td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td><strong>May 28</strong>&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENT DUE: Essay #1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ecuador from Past to Present</strong></td>
</tr>
<tr>
<td></td>
<td>8:00AM Breakfast</td>
</tr>
<tr>
<td></td>
<td><strong>Bring sunscreen</strong></td>
</tr>
<tr>
<td></td>
<td>9:00AM Site visit: Museo de la Ciudad, Tour of Colonial Quito</td>
</tr>
<tr>
<td></td>
<td><strong>12:00PM Lunch at the Plaza de San Francisco</strong></td>
</tr>
<tr>
<td></td>
<td>2:30PM Site Visit: Acción Ecológica and Oilwatch</td>
</tr>
<tr>
<td></td>
<td>Guest: Alexandra Almeida, Petroleum Area</td>
</tr>
<tr>
<td></td>
<td>4:00PM Teleférico</td>
</tr>
<tr>
<td></td>
<td><strong>Have Read:</strong></td>
</tr>
<tr>
<td></td>
<td>Sawyer’s <em>Crude Chronicles</em> (Opening &amp; Pt1)</td>
</tr>
</tbody>
</table>
### Friday May 29th

**ASSIGNMENT DUE:** Conversation Guide #1

**Civilization, Development and Colonialism**

8:00AM-9:30AM Breakfast  
10AM TENTATIVE Site Visit: FLACSO  
Guest: Dr. Alberto Acosta, former President of the Constituent Assembly  
**12:00 Lunch on your own**  
2:00PM Class discussion  
What is colonialism? Did it end? What does it have to do with progress?  

**Have read**  
Mann’s “1491”  
Bodley’s *Victims of Progress* (Ch 2,3&7)  
**Reading Note:** Ask yourself, “How do the museum narratives of technological progress you saw at Museo de la Ciudad compare with what you’re reading here?”  
(Optional) Acosta’s “Buen Vivir, Degrowth and the Ecological Swaraj”  

Be sure to pack before bed.

### Saturday May 30th

8:00AM Breakfast  
**9:15AM Leave for Otavalo**  
12:00PM Arrive in Otavalo  
**Visit the Market of Otavalo, one of the largest open-air markets in South America**

### Sunday May 31st

**Andean Technologies**  
11:00AM Ñanda Mañachi music workshop and demonstration  
12:00PM Lunch at Ñanda Mañachi  
1:30PM Tour of sacred waterfall of Peguche  
Discussion: Social Technologies  

Be sure to pack before bed

### WEEK 2

**Monday June 1st**

**11:00AM Leave for Quito**  
**2:30PM Leave for Puyo**  
**8:30PM Arrive in Puyo**
| Tuesday June 2<sup>th</sup> | ASSIGNMENT DUE: Conversation Guide #2  
ASSIGNMENT DUE: Field Journal #1  
The Amazonian Experience  
8:00AM Breakfast  
10:00AM Walking orientation to Puyo  
11:00AM Site visit: Ethno-Archeological Museum of Puyo  
12:00PM Lunch  
2:00PM Presentation: Indigenous Livelihoods, Politics and Organizations  
Free discussion on Sawyer  
Have Read:  
Sawyer’s *Crude Chronicles* (Pt 2) |
|---|---|
| Wednesday June 3<sup>th</sup> | ASSIGNMENT DUE: Conversation Guide #3  
Development and Decolonialism  
8:00AM Breakfast  
12:00PM Lunch  
2:30PM Guest: Nemonte Nenquimo, President of CONCONAWEP  
3:30PM Class discussion:  
Is development real?  
Is capitalism different than colonialism? Is socialism any better?  
Have Read:  
“An Uncommon Victory for an Indigenous Tribe in the Amazon” *New Yorker*  
“To get the gold they will have to kill every one of us” *Salon*  
Fanon’s *Wretched of the Earth* (p52-62&Conclusion) (tip: read p56 carefully)  
Holst’s “Colonial Histories and Decolonial Dreams”  
Reading Note: What does our way of life have to do with the colonized, centuries after the colonial moment? What role do natural resources play? What kind of “new man” is Fanon talking about? |
| Thursday June 4<sup>th</sup> | Adapting to Imperialism  
8:00AM Breakfast  
9:00AM TENTATIVE Site visit: La Shell  
12:00PM Lunch  
4:00PM Site visit: Shopping: Purchase boots and ponchos  
Have Read  
Sawyer’s *Crude Chronicles* (Pt 3) |
### Travel to Waorani village

<table>
<thead>
<tr>
<th>Friday</th>
<th>Travel to Waorani village</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5th</td>
<td></td>
</tr>
</tbody>
</table>

| Saturday and Sunday | Saturday: Toxitour  |
| April 6th-7th       | Sunday: Toxitour and return to Puyo |

### WEEK 3

**Monday June 8th**

- **ASSIGNMENT DUE:** Conversation Guide #4  
- **ASSIGNMENT DUE:** Field Journal #2  

**Problems at the Center, Solutions at the Periphery**

- 8:00AM Breakfast  
- 10:00AM Class Discussion: Reflections on toxitour and *Crude Chronicles*  
- Poverty, Environmental Crisis, Education, Health: What is wrong with us?  
- The Freirian approach  
- Lunch 12:00PM  

**Have Read:**  
- Paolo Freire's *Pedagogy of the Oppressed* (excerpt)  
- Bodley's * Victims of Progress* (Ch 8)

**Tuesday June 9th**

**Omaere**

- 8:00AM Breakfast  
- 10:00AM Site visit: Omaere Botanical Garden  
- Guest: Chris Canaday, Biologist  
- **12:00PM Lunch on site: Maitos**  
- Guest: Chris Canaday, Biologist  

**Have Read:**  
- Pierotti's “Defining Traditional Ecological Knowledge”  
- Illich's *Tools for Conviviality* (Pt I&II)

**Wednesday June 10th**

** ASSIGNMENT DUE: Conversation Guide #5**  

**Co-Discovering Convivial Technologies**

- 8:00AM Breakfast  
- 10:00AM Class Discussion: What does TEK have to do with conviviality?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Guest</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2:00PM</td>
<td>Site visit: Unión Base</td>
<td>Andrés Tapia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domingo Peas</td>
</tr>
<tr>
<td><strong>Have Read:</strong></td>
<td>Illich’s <em>Tools for Conviviality</em> (Pt III) (possibly IV&amp;V)</td>
<td></td>
</tr>
</tbody>
</table>
| Thursday  
June 11th | **ASSIGNMENT DUE: Conversation Guide #6**  
[POSSIBLE WEEKEND FIELD VISIT TBD] |
|---|---|
| 8:00AM Breakfast  
10:00AM (Tentative) Jose Gualingua, former President of Sarayaku  
**12:00PM Lunch**  
2:00PM Class Discussion |
| **Essay #2 Writing Prompt:** Has this course taught you to re-think knowledge itself? How has your thinking on development, colonialism, and environmental issues changed since the beginning of the class? What alternative futures can you envision? |
| **Have Read:**  
Illich’s *Tools for Conviviality* (Pt IV&V) |
| Friday  
June 12th | **Travel to Sarayaku** |
| Saturday and  
Sunday  
June 13th-14th | **Site Visit: Sarayaku** |
| **WEEK 4** |
| Monday  
June 15th | **Travel to Puyo** |
| Tuesday  
June 16th | **ASSIGNMENT DUE: Conversation Guide #7**  
**ASSIGNMENT DUE: Field Journal #3** |
| **Alternative Development Pathways** |
| 8:00AM Breakfast  
10:00AM Class discussion  
**12:00PM Lunch**  
2:00PM Presentation: The Four Worlds  
Class Discussion: Degrowth |
| **Have Read**  
Escobar’s *Encountering Development* (Chapter 1)  
Muraca et al “Research on Degrowth”  
Acosta et al “Buen Vivir, Degrowth and the Ecological Swaraj” |
| Wednesday  
June 17th | 8:00AM Breakfast  
**12PM Travel to Quito** |
<table>
<thead>
<tr>
<th>Thursday</th>
<th>National and Pan-Amazonian Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18th</td>
<td>7:00AM Breakfast</td>
</tr>
<tr>
<td></td>
<td>8:30AM Site visit: Ecuadorian National Assembly</td>
</tr>
<tr>
<td></td>
<td>Guest: Tito Puanchir, Pachakutik Assemblyperson and former President of CONFENAIE</td>
</tr>
<tr>
<td></td>
<td><strong>12:00PM Lunch</strong></td>
</tr>
<tr>
<td></td>
<td>2:00PM Site Visit: COICA</td>
</tr>
<tr>
<td>Have Read</td>
<td>Bodley’s <em>Victims of Progress</em> (Ch 9&amp;10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>ASSIGNMENT DUE: Essay #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 19th</td>
<td>6:00PM Dinner at La Teraza, Guapulo</td>
</tr>
</tbody>
</table>
Appendix: Assignments

Participation

Each day of class you will need to participate actively to get your full participation credit. If there are lulls in class discussion the entire class will be affected. Absences will severely affect your participation grade.

Essay #1

This is your very first assignment. Do your essay right away, before doing any of the readings:
Your essay should be 3-5 pages, covering your thoughts on development, colonialism and environment. The key here is to establish not only *what* you think, but *why*.

Some possible guiding questions:
What is "development" and what isn't? Why do you think that?
What is "environmental" and what isn't? Why do you think that?
What is "sustainable development"? Why do you think that?
What is colonialism? What does it mean today?
What is globalization? Does it have a relationship to colonialism?
What is development? Does it have to do with technology?

Your essay should **not** just be stream of consciousness. It should be orderly, clear, and easy to read.

Conversation Guides

Bring these with you to class discussions and hand them in at the end of class.

Beneath the **AUTHOR’S NAME** and **TITLE**

1. What was the author's main point(s)? (1-2 sentences)
2. What part of the reading did you think was the most important? (this can be something you agree or disagree with) (2-3 sentences)

In a **SEPARATE SECTION**

3. Answer any questions listed in the syllabus under the class discussion or highlighted in the reading notes.

Field Journals

These are entirely free-form. I want 3 pages every Tuesday—they can be multiple entries or a single entry. Reference the things that you read, lectures you heard, experiences and reflections you’ve had throughout the day. Each of these is worth 5 points.
Essay #2

For your final paper I want you to answer: How has your thinking on development, colonialism, and environmental issues changed since the beginning of the class? What alternative futures can you envision?

Possible questions you could explore:
What is development, sustainable development, and technology?
How has your thinking changed, been reinforced or both since the beginning of this class?

Your essay should be at least 5 pages, critically synthesizing your experiences, the readings and your introspections into an a clear, organized and easy to read paper. Citations and quotes from the readings and/or guest speakers are expected.