

## The Promise and Challenge of Patagonia

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### Course Information

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History Department | 3 credits | 300level | 45 contact hours

Professor: **Dr. Emily Wakild**

| Email: [emilywakild@boisestate.edu](mailto:emilywakild@boisestate.edu)

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### Required Textbooks & Course Materials

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Chris Moss, *Patagonia: A Cultural History*. (New York: Oxford University Press, 2008). ISBN: 978-0195342499

Course Packet consisting of materials listed in the Outline.

ALL READING MATERIALS WILL BE AVAILABLE AT THE PROGRAM SITE IN DIGITAL FORM [PDF] and on the course website. If you prefer to read the hard copy book version, bring it with you.

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### Description

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This course provides an in-depth overview of the issues and individuals that have shaped the cultural and ecological region of Patagonia. Commonly defined as the southernmost regions of Chile and Argentina (excepting Antarctica), this frontier region has a unique past and present. In this course, we trace the political, social, economic, and cultural changes that occurred throughout the region. We consider terrestrial and sea-faring indigenous peoples, early scientific explorers such as Charles Darwin, and transnational phenomena such as cattle smuggling, oil drilling, salmon farming, and tourism. Drawing upon films, stories, and scholarly articles we explore various perspectives on the past.

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### Objectives

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This course is a methods-based inquiry into the past that engages with the variety of topics and sources historians use to understand societies and their environments. We will take a roughly chronological approach to understanding the region today known as Patagonia looking at native peoples, European settlers, national designs, and modern economic influences. Scholarly analysis, films, literatures, and travel writing will make up the bulk of our reading materials and course time will be used to discuss and debate these perspectives with little formal lecture. Assignments include in-class quizzes, discussion, and three papers: a midterm, a final, and an independent inquiry due any time up until the last day of class.

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### Student Learning Outcomes

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By the end of the semester you should have mastered these skills:

1. Historical Context.
  - a. You will be able to thoughtfully engage with the chronology of broad issues and developments in Patagonia as a region of South America.
2. Comparison:

- a. You will be able to evaluate the methodological and substantive differences between journal articles, book chapters, literature, film, and other writings.
  - b. You will be able to compare and contrast historical experiences and their significance over time.
3. Deep reading:
    - a. You will be able to apply strategies and methods of critical reading to a variety of sources.
    - b. You will be able to demonstrate this reading in effective notes and oral discussions.
  4. Applied Writing:
    - a. You will develop and be able to apply critical writing skills including clear argumentation and appropriate use of evidence.
    - b. You will be able to draw upon evidence to produce interpretive historical arguments applicable to authentic, contemporary life scenarios.

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## Outline

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| Date   | Topic / Subject            | Readings   | Assignments Due |
|--------|----------------------------|--|-----------------|
| Jan 18 | Defining Patagonia         | Hatcher, "Patagonia" <i>National Geographic</i> , 1897<br>Klinkenborg, "Power of Patagonia" <i>National Geographic</i> , 2010  |                 |
| Jan 23 |                            | Moss, Intro + Agostini, Patagonia, 1928<br><a href="http://www.aspresolver.com/aspresolver.asp?ANTH;1867473">http://www.aspresolver.com/aspresolver.asp?ANTH;1867473</a><br>[you may not have Access-we'll watch and discuss in class] |                 |
| Jan 25 | Observation and Reflection | Patagonia in the City—Scavenger hunt worksheet   |                 |
| Jan 30 |                            | Strategies and Ideas for Independent Inquiry projects  |                 |
| Feb 1  |                            | Aliaga, "Epilogue: The other side of European Travels"   |                 |
| Feb 6  | Native Origins Stories     | Moss, Ch. 1<br>Lista, Tehuelches   |                 |
| Feb 8  | Native Pathways: Mapuche   | Luis Alberta Borrero and Colin McEwan "Patagonia: The peopling of Patagonia: the first human occupation"<br>Anne Chapman –"The great ceremonies of the Selk'nam and the Yámana: a comparative analysis"                                |                 |
| Feb 13 | Early European Explorers   | Moss, ch. 2, ch. 3,<br>Antonio Pigafetta, Journal, p 1-15, 49-63 AND map p65   |                 |

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|---------------|--------------------------------|---|--|
| <b>Feb 15</b> |                                | The meeting of two cultures: Indians and colonists in the Magellan region / Mateo Martinic B. --<br>[Optional Moss ch. 4 + 5]   | Independent inquiry topic due              |
| <b>Feb 20</b> | Scientific journeys:           | Moss, ch. 6 FitzRoy, Darwin, Button   |  |
| <b>Feb 22</b> | Darwin and Fitzroy             | Darwin, "Voyage of the Beagle" excerpt<br>DePaolo, "Ethnography of Darwin" excerpt  |  |
| <b>Feb 27</b> | Scientific Explorers           | Moss 5<br>Primary: Musters, "A Year in Patagonia" 1871  |  |
| <b>Mar 1</b>  |                                | Perry, "Argentina and Chile, The struggle for Patagonia," <i>The Americas</i> , 1980<br>Primary:<br>Wilcox, "Argentine Patagonia: Land of Future" 1910<br>Martin, "Collecting Trip to Patagonia" 1903   | Midterm prompts distributed                |
| <b>Mar 6</b>  | Midterm                        | Film: Guzman, Pearl Button<br><a href="https://ondamedia.cl/peliculas">https://ondamedia.cl/peliculas</a> : El Botón de Nácar   | MIDTERM DUE                                |
| <b>Mar 8</b>  | National Imaginings            | Moss Ch 9<br>Schell, Patience (2015). "Idols, Altars, Slippers, and Stockings: Heritage Debates and Displays in Nineteenth-Century Chile." <i>Past &amp; Present</i> 226 (suppl 10): 326-348.<br>Browse: <i>Mira tú (Quinta Normal)</i><br>and Tornero, <i>Chile ilustrado</i> , 1872                       | [Field Trip to Museo de Historia Natural ] |
| <b>Mar 13</b> | Economic and Political Visions | Moss Ch 10:<br>Navarro Floria, Pedro "Landscapes of an uncertain progress: Northern Patagonia in Argentine scientific journals (1876-1909)." <i>Journal of Latin American Cultural Studies</i> (13569325) 16, no. 3 (2007): 261-83.<br>Primary: Francisco Moreno: "Chilean-Argentine Arbitration" 1903      |  |
| <b>Mar 15</b> | Conquest and Occupation        | Joanna Crow, "From Araucanian Warrior to Mapuche Terrorist"   |  |
| <b>Mar 20</b> | Animals and Nature             | John Soluri, "On Edge: Fur Seals and Hunters along the Patagonian Littoral, 1860-1930" chapter 8 in Martha Few and Zeb Tortorici, eds. <i>Centering Animals in Latin American History</i> , (Durham: Duke University Press, 2013), 243-269.<br>Possible primary: Simpson, <i>Attending Marvels</i> , 1934 e |  |
| <b>Mar 22</b> | Animals and Nature             | Alberto Harambour-Ross, "Sheep Sovereignties: Colonization of Falkland/Malvinas, Patagonia, Tierra del Fuego" <i>Oxford Research Encyclopedia</i><br>Primary: Loomis, <i>Hunting Extinct Animals</i> , 1913 e   | Inquiry Question DUE                       |

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|-----------------------|----------------------------------|--|----------------------|
| <b>Mar 23-April 1</b> | SPRING BREAK                     |  |                      |
| <b>Apr 3</b>          | Imagining “the End of the Earth” | Edwards, Ryan. "From the Depths of Patagonia: The Ushuaia Penal Colony and the Nature of “The End of the World”." <i>Hispanic American Historical Review</i> 94, no. 2 (2014): 271-302.  | La Moneda Field Trip |
| <b>Apr 5</b>          | Missionaries and Immigrants      | Bridges, E. Lucas. <i>Uttermost Part of the Earth</i> . New York: E.P. Dutton and Company, Inc., 1949.<br><br>Wakild, “Protecting Patagonia” 2018  |                      |
| <b>Apr 10</b>         | Travelers and Tourism            | Moss Ch 14;<br>Chatwin, Bruce. <i>In Patagonia</i> , excerpt<br><br>Patrick Nixon, “Bruce Chatwin’s <i>In Patagonia</i> at 40” in <i>Patagon Journal</i> Summer 2018   |                      |
| <b>Apr 12</b>         |                                  | Sepulveda, <i>Patagonia Express</i> , excerpt<br><br>Getting there: Carretera Austral<br><a href="http://www.lofscapes.com/blog/2017/9/12/carretera-austral-as-historical-landscape-a-report">http://www.lofscapes.com/blog/2017/9/12/carretera-austral-as-historical-landscape-a-report</a>   |                      |
| <b>Apr 17</b>         | Conservation                     | Wakild, “Purchasing Patagonia” 2009<br><br>Tompkins, Doug, and Kris Tompkins. "Work in Progress: A Twenty-Year Retrospective, 1990-2010." Foundation for Deep Ecology, 2011. Excerpt: read pages 6-76 including the images<br><br>Rozzi, Ricardo. et. al."Ten principles for biocultural conservation at the southern tip of the Americas: the approach of the Omora Ethnobotanical Park." <i>Ecology and Society</i> 11, no. 1 (2006): 43.<br><a href="http://www.ecologyandsociety.org/vol11/iss1/art43/">http://www.ecologyandsociety.org/vol11/iss1/art43/</a> |                      |
| <b>Apr 19</b>         | Dams and Energy                  | Patrick Symmes, “The Beautiful and the Dammed” <i>Outside Magazine</i> 2010<br>Gaia Vince, “Dams for Patagonia” <i>Science Mag</i> 2010<br>Emily Jovais, “Chao HidroAisen”<br><a href="https://www.internationalrivers.org/blogs/331-1">https://www.internationalrivers.org/blogs/331-1</a><br><br>Recommended: Film: <i>Patagonia Rising</i><br>Part I: Patagonia Sin Represas<br><a href="https://www.youtube.com/watch?time_continue=31&amp;v=8SXkbNU6Xf8">https://www.youtube.com/watch?time_continue=31&amp;v=8SXkbNU6Xf8</a>                                 |                      |

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|---------------|---------------------------|--|--------------------------|
| <b>Apr 24</b> | Indpdt Projects presented |  | Distribute Final prompts |
| <b>Apr 26</b> | Indpt Projects            |  |                          |
| <b>May 2</b>  |                           |  | Final Due                |

Recommended Research Links:

Instituto de la Patagonia: <http://institutodelapatagonia.cl/>

Aike Digital Library of Patagonia: <http://www.bibliotecadigital.umag.cl/>

Centro de Estudios Patagonia <https://www.cepatagonia.com.ar/>

Centro de investigación en ecosistemas de la Patagonia <http://www.ciep.cl/>

Search Patagonia on memoriachilena.cl

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## Grades

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| Assignment          | Instructions   | Length      | % of Grade |
|---------------------|--|-------------|------------|
| Discussion          |  | Daily       | 10%        |
| In-Class Quizzes    | Essay reflections on readings  | unannounced | 15%        |
| Midterm             | Prompt will be provided one week prior to due date   | 4-6 pages   | 20%        |
| Independent Inquiry | Select a topic relating to Patagonia's history and conduct independent research and analysis | 4-6 pages   | 30%        |
| Final               | Prompt will be provided one week prior to due date   | 4-6 pages   | 25%        |

### Grade Scale

|           |        |           |       |
|-----------|--------|-----------|-------|
| <b>A</b>  | 100-93 | <b>C</b>  | 76-73 |
| <b>A-</b> | 92-90  | <b>C-</b> | 72-70 |
| <b>B+</b> | 89-87  | <b>D+</b> | 69-67 |
| <b>B</b>  | 86-83  | <b>D</b>  | 66-63 |
| <b>B-</b> | 82-80  | <b>D-</b> | 62-60 |
| <b>C+</b> | 79-77  | <b>F</b>  | 59-00 |

*Students are responsible to confirm all assignments are received by their instructor. This includes assignments submitted electronically or left on the instructor's desk or mailbox when the instructor is not present.*

**\*\*\*The below three statements will be added to your syllabus by USAC's Central Office\*\*\***

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**Disability Policy**

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Every effort will be made to accommodate students with disabilities or special learning needs. If you have a documented disability for which you have already requested accommodations through the USAC Central office, your instructor will have been notified so that arrangements can be made early in the term.

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**Academic Honesty Policy**

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Plagiarism, cheating, submitting work of another person or work previously used and other forms of academic dishonesty will lead to lowered course grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

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**Statement on Audio and Video Recording**

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Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by USAC policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.