



III Indigenous International Congress

Agencies,
Rights, Heritage
and Environmental
History in the
Past and Present
of the American
Indigenous
People

NOVEMBER 2ND TO 5TH, 2021

Thematic Symposiums | Short Courses | Round Tables | Conferences

OPENING CONFERENCE:
JOÃO PACHECO DE OLIVEIRA (NATIONAL MUSEUM/UFRJ) &
JOSÉ ÁNGEL QUINTERO WEIR (UNIVERSITY OF ZULIA,
MARACAIBO, VENEZUELA).

CLOSING CONFERENCE:
EDSON KAYAPÓ (IFBA, BRASIL) &
JUAN MARCHENA FERNÁNDEZ
(UPO, SEVILLA, SPAIN).

REGISTRATION: **coimi.net**

CONGRESS MAKERS



CONGRESS SUPPORTERS



FEDERAL UNIVERSITY OF CAMPINA GRANDE

WORK PLAN

**III INDIGENOUS WORLD INTERNATIONAL CONGRESS: Agencies, Rights,
Heritage and Environmental History in the Past and Present of the American
Indigenous People**

(III COIMI)

Execution date from November 2nd to 5th, 2021.

III ABYA YALA INDIGENOUS WORLD INTERNATIONAL CONGRESS

Rights, Heritage and Environmental History in the Past and Present of the American Indigenous People

Realization:

Humanities Center – CHAM, Universidade Nova de Lisboa (New University of Lisbon), Portugal

Graduate Course Program in History - UFCG

Pablo Olavide University, Sevilla, Spain;

University of the Sorbonne – Paris III

University of Antioquia, Colombia

Recherche pour le Développement - IRD/ National Museum Histoire Naturelle MNHN in Paris, France

History's Latin American Association - ALAHIS, Bolivia

HISTAGRA Universidad de Santiago de Compostela (University of Santiago de Compostela), Spain

Supporting institutions

Graduate Course Program in Anthropology (UFPB)

Graduate Course Program in History from the Federal University of Rio Grande do Norte (UFRN)

Graduate Course Program in History from the Federal University of Goiás - UFG

Graduate Course Program in Anthropology from the Rural Federal University of Rio de Janeiro

Graduate Course Program in History from the Rural University of Rio de Janeiro

Federal University of Amazonas

Graduate Course Program from the Fluminense Federal University

Graduate Course Program from the National Museum (UFRJ)

Public University of El Alto, Bolivia

Universidad Autónoma Metropolitana Unidad Xochimilco, Mexico

APRESENTATION

The Indigenous Worlds International Congress (COIMI) is a biannual event and was created within the scope of the Permanent Seminar on Indigenous Worlds - America at the Humanities Center (CHAM / NOVA FCSH—UAC), at the Lisboa New University, Portugal from the 27th to the 28th April 2015. The CHAM-UNL research group created the COIMI, aiming to build a bigger collaborative network at national and international levels for interdisciplinary discussions about american indigenous people history. Therefore, it's intended to expand dialogues between indigenous and non-indigenous researchers of the highlighted theme to open space to build possibilities of new theoretical-methodological paths of research about traditional people from the 16th century until present time and also to disseminate the actions on behalf of memory, cultural and environmental heritage, history, education and indigenous rights in general at the international level.

The II Indigenous Worlds International Congress - Dialogues on History, Law and Education from XVI Centuries to nowadays happened in November 2017 in Europe in two countries: Spain (Pablo Olavide University, Seville) and Portugal (Humanities Center – CHAM-UNL, Lisbon) with extremely fruitful and assertive results. In 2018 in Latin America, it took place in Brazil (Federal University of Campina), Paraíba with supporting of the Ministry of Science and Technology, CNPq and the State University of Paraíba.

The III COIMI 19 - EUROPE took place in three countries Paris - France, Seville - Spain and Lisbon - Portugal. We aim to bring discussions on researches that have been developed in Europe and America and that build reflections about violations, achievements and intensification of the struggles of indigenous people in America between the 16th centuries until present day. In the III COIMI 21 we will revisit the indigenous theme not with an eye on the past for the past, but in view of the demands of the present time, which also became claims of the indigenous movements of the last decades, that is, history, memory, education, recognition of ethnicities, territories, heritage, nature as historical and inalienable rights.

TARGET PUBLIC OF THE III COIMI

- Teachers
- Researchers
- Undergraduate and graduate students
- Activists/indigenists
- Others interested in indigenous issues

CALENDAR

PERIOD/DATE 2021	ACTIONS
July 1st to October 15th	Registration of work presentation (oral communication and poster) at the Thematic Symposia
October 17th	Disclosure of the list of works approved for presentation in the (TS)
October, 20	Deadline for submission of full texts to the Annals
October, 20	Deadline for enrollment of participants in short courses
November 2, 2021	Deadline for general participation register
November 1st to 5th, 2021	Event holding

PROGRAMMIG

BRAZIL TIME ACTIVITIES	
SEPTEMBER 1ST	
Morning 9:00 - 12:00	Opening ceremony Opening Conference
Afternoon 2:00 pm - 5:00 pm	ST Thematic Symposia
Night 07:00 pm - 09:30 pm	Round table
SEPTEMBER 2ND	

Morning 8:00 am - 10:00 am 10:00 am - 12:00 am	Short courses Round table
Afternoon 02:00 pm - 06:00 pm	TS Thematic Symposia
Night 07:00 pm - 09:30 pm	Round table
SEPTEMBER 3TH	
Morning 8:00 am - 10:00 am 10:00am - 12:00 am	Short courses Round table
Afternoon 2:00 pm - 5:00 pm	TS Thematic Symposia
Night 07:00 pm - 09:30 pm	Round table
SEPTEMBER 4TH	
Morning 8:00 am - 10:00 am 10:00 am - 12:00 am	Short courses Round tables
Afternoon 2:00 pm - 5:00 pm	Closing conference

PAPERS REGISTRATION AND SUBMISSION

Registration Method

Registration for the III COIMI must be made through the event's website: coimi.net.

Categories/Rates

PAPERS PRESENTATION AND GENERAL PARTICIPATION

- Indigenous: EXEMPT FROM THE ENROLLMENT FEE

- Undergraduate, Graduate and General Public without Presentation: R\$ 15.00
- Undergraduate, Graduate, On Specializing and Specialist - Poster Presentation: R\$ 20.00
- Public School Teacher: BRL 30.00
- Taking a Masters Degree and Master - Oral Presentation: R\$ 30.00
- Doctoral Student - Oral Presentation: R\$ 40.00
- PhD Researcher and University Professor - Oral Presentation: R\$ 50.00
- Short course: BRL 30.00

1 - Professors/advisors who are co-authors of postgraduated, postgraduate, graduate and undergraduate students must register for the event in the category University Professor/Doctor Researcher – Oral Presentation. However, if the teacher is only mentioned in a footnote, without appearing as a co-author, he does not need to pay the registration, but he will not receive a certificate either. And if you have more than one advisee and only appear in co-authorship, you only need to pay once at the event.

2 - Researchers who are co-authors of oral communications must have to formalized the payment of their registration fee, as well as the main author, in one of the categories above, which corresponds to their academic level, in order to have an approved participation in the event.

Modalities and Rules for the Papers submission

As the congress will be in remote format, all undergraduate graduate papers, pedagogical projects at schools and extension projects will be in oral formats. Upon registration, the author(s) must indicate the Thematic Symposium (TS) in which they will present the paper and also indicate whether it will be Oral Communication or Poster (graduation).

Scientific Work Registration

The Thematic Symposia (TS) will have spaces for oral presentations of research by graduates, undergraduates, postgraduates, masters and doctoral students, teachers from indigenous and non-indigenous schools, as well as master researchers, doctors in the field of History and other areas of knowledge who work with the indigenous theme.

The III COIMI will open a special space for indigenous and non-indigenous teachers to present the results of their pedagogical projects on indigenous issues and we will also open space for extension projects coming from universities such as PET groups (Tutorial Education Program of the Brazilian Federal Government of stimulus research, teaching and university extension activities at the undergraduate level).

General conditions for scientific work registration: oral communication

1. Author and co-author must be registered for the event.
2. Authors of communications may submit, at most, one work, either as an author or co-author, except when the co-authors are academic advisors of undergraduate and graduate work. The academic advisors, even with several mentees at the event and choose to be a co-author, will only need to make a single registration.

3. Academic advisers who do not appear as co-authors in the abstracts must obligatorily register their institutional orientation in a footnote either in the abstracts or in the full texts, even if the work has already been completed.
4. In case of co-authored works, co-authors must register for the event according to their respective categories.
5. The registration of works signed by more than two authors will not be allowed.

Shipping instructions

Upon registration, after completing the registration form, paying the corresponding fee, the abstracts must be sent and when approved by the scientific committee for each corresponding TS, they will be published online on the website in the form of an abstract notebook and will be available on the first day of the event. Only after confirmation of acceptance of the abstract should the full text be sent.

The Annals of the event will also be available digitally on the event's website.

Rules for the scientific works preparation

The works must present results of scientific and/or extension research (experiences carried out by professors, researchers, undergraduate and graduate students and other professionals). The works must be submitted in the form of a summary and after approval, the full text must be sent, with the following specifications:

Formatting abstracts

Abstracts must contain the title in capital letters and in bold, followed by the name of the author and co-author, if any, underlined the name of the presenter, institution of origin, funding and e-mail. Designed in single space, font size 10, between 15 to 20 lines, using a Word for Windows text editor, Time New Roman font, 3 cm margins, without citations and references, justified, in a single block of text, without paragraph, line spacing 1.0.

Formatting the complete scientific work

The complete scientific works must have between 07 to 10 pages, including the bibliographical references, followed by: a) Title: capital letters, bold, font (Times New Roman), size 12, with centered alignment; b) Name(s) of author(s): right-aligned, presenter's name underlined. Ex: SURNAME, First Name; c) Institutional link: University institution, Department of Education, school, or research agency to which the authors are linked. Right-aligned, no bold; d) E-mail: right-aligned, not bold. The complete works must contain an introduction, development, final considerations or conclusions and references following the ABNT standards. The font of the work must be (Times New Roman), font size 12, A4 sheet and 1.5 line spacing. 3cm top margin; bottom, 2cm; left 3 cm, right 2 cm. Do not use footnotes. For references within the text, use ABNT standards.

THEMATIC SYMPOSIUMS (TS)

TS 1 - INDIGENOUS SLAVERY AND BLACK SLAVERY: CONNECTED AGENCIES IN COLONIAL SPACES

Patricia Mello, UFAM, Brazil
Isnara Pereira Ivo, UESB, Brazil

The slavery experience connected native and African populations for long periods of time and in different spaces of the America colonial world. More and more systematically, historiography has endeavored to delve into this universe of investigative possibilities to unravel the construction of racialized categories, trajectories, recruitment processes and shared experiences in daily work, the construction of solidarity networks and the redefinition of identities. The purpose of this table is to contribute to the deepening of this important debate.

TS 2 - INDIGENOUS AND INDIGENOUS POLICIES BETWEEN THE 16TH TO 18TH CENTURIES

Francisco Cancela, State University of Bahia, Brazil
Marcos Felipe Vicente SEDUC-CE and PPGH -UFF

Given the diversity of the original people of America, the different insertions of indigenous people and their reactions to Portuguese and Spanish colonizers, the attempts to apply general laws to all indigenous people were often circumvented. From the 16th to the 19th century, indigenous policies underwent changes and adaptations to meet indigenous demands and regional conditions. For this purpose, this research group intends to be a space for discussions and presentations of oral communications and posters that reveal the resignification of indigenous policies of European monarchies and the decisive influences of indigenous protagonism and its agencies, sometimes seeking, sometimes using the legal codes for their own interests according to their ethnicities.

TS 3 - RELIGIOUS MISSIONS AND INDIGENOUS PEOPLE IN AMERICA: 16TH TO 21st CENTURY

Cristina Pompa, UFSP
Maria Adelina Amarin, CHAM-UNL

This working group intends to open a space to jointly build reflections on the presence of Christian religious missions among indigenous people in America from the 16th century to the present day. The process of insertion of religious missions among indigenous people began at the very moment of the conquest and colonization carried out by the Portuguese and Spaniards. The current situation in which this presence takes place is complex and involves a very heterogeneous group of Catholic and Evangelical missionaries. These, in turn, reproduce in the context of missions among the Indians their characteristics of relatively independent religious agents, multiplying in different churches and denominations, with the respective differences in their theology, way of acting, and converting. However, since the 16th century, indigenous people and their complex diversity have been

building spaces for agencies in front of the missionaries and according to their ethnicity and contact histories.

TS 4 - EXPERIENCES OF INDIGENOUS SCHOOL EDUCATION IN AMERICA IN ITS DIFFERENT SCHOOL STAGES TO HIGHER EDUCATION

Edson Kayapó, IFBA
Bruno Ferrerira Kaingang, UFRGS
Arlete Maria Pinheiro Schubert, UFES

This work group aims to deal with indigenous school education in Brazil and, notably, in Latin America, and to think about the advances, setbacks that have guided education policies and practices in the context of ethnic diversity. Therefore, it is intended to open spaces for presentations of communications that allow contextualized discussions based on situations experienced in different countries of the American continent, considering the dynamism that the indigenous intercultural educational area of basic, secondary and higher education plays in different countries. Especially, reflect on the challenges implicit in debates about the training of indigenous people in higher education.

TS 5 - JUSTICE, INDIGENOUS RIGHTS AND HUMAN RIGHTS

André Augusto Salvador Bezerra, USP
Denise Tatiane Girardon dos Santos, UNICRUZ
Pedro Pachaguaia, Anthropology Association, Bolivia

Decolonial justice and indigenous rights and human rights focus their efforts on the defense and protection of so-called vulnerable groups, understood as the set of individuals that represent a certain segment of society, which, due to the historical oppression of other ethnic-social and political groups, need special legal protection to guarantee their inalienable rights. This concept includes indigenous people who for more than 500 years have suffered violations and exclusions in the face of foreign policies to their socio-cultural organizations. The resistance of indigenous people in claiming their rights at the international level came to an end on September 13, 2007, in New York: the General Assembly of the United Nations (UN) approved the United Nations Declaration on the Rights of People Indigenous people. The text, extremely advanced, reflects the set of current demands of indigenous people around the world regarding the improvement of their relations with national States and serves to establish minimum parameters for other international instruments and national laws. This thematic symposium will receive works that address the rights of indigenous people in all demands and aspects of native people, their struggles, achievements and violations from their historicities.

TS 6 - TEACHING INDIGENOUS THEMATIC AND THE 10 YEARS OF THE LAW No. 11. 645/20008: EXPERIENCES, DISCUSSIONS AND PROPOSALS

Neimar Machado de Sousa, UFGD
Wania Alexandrino, UFOPA

Law No. 11,645/2008 resulted from a set of mobilizations that caused changes and significant achievements of social rights in recent decades in Brazil. The aforementioned Law determined the teaching of indigenous history and cultures in Basic Education, also requiring changes in the approach to indigenous issues in teacher training institutions, including universities. The country has been experiencing another sociopolitical context, one marked by setbacks from the legal point of view and educational public policies. Ten years after the enactment of Law No. 11,645, it is necessary to evaluate the meanings and impacts on educational activities and pedagogical practices. Discussing issues such as images and discourses about the indians problematizing the initial and continuing education specific for teachers, the production and circulation of teaching aids, the collections available in school libraries, the participation of indigenous people in the processes of implementing the Law. This Work Group intends, therefore, to gather and discuss studies, ongoing or completed research, as well as presentations of experiences, in various areas of knowledge, at different levels of education, whether in public and/or private institutions on the teaching of indigenous themes.

TS 7 - AUTONOMIES, ETHNICITY AND NATION. INDIGENOUS MOVEMENTS IN LATIN AMERICA FROM THE 20TH CENTURY TO PRESENT DAYS.

Tom Gil, UFES
Aline de Souza Vasconcellos do Valle, UFES
Fabiola Escarzaga, Universidad Autonoma, Metropolitana - Xochimilco, Mexico

This Working Group aims to discuss the paths taken by Latin American indigenous movements from the 20th century onwards, when there is the emergence of new indigenous movements that demand free determination, elaborate new projects of autonomy and, consequently, new forms of belonging to the nation-state. If in the process of formation of Latin American States there was the mythical construction of the nation, today this idea of nation is contested by a process of reaffirmation of new identities that articulate renewed forms of sociability, decoloniality and belonging. This ST intends to discuss the indigenous issue in Contemporary Latin America, the relations and tensions that ethnicity imposes on the idea of nation and national identity, the various indigenous autonomic processes, as well as the broader discussion on autonomy in relation to the State and parties politicians. The WG intends, in a broad way, to analyze the anti-systemic movements.

TS 8 - INDIGENOUS CULTURAL HERITAGE: ARCHIVES, MUSEUMS AND ARCHAEOLOGICAL SITES IN THE STRUCTURE OF MEMORIES

Ana Paula da Silva, Pro-Indian, UERJ
Emanuel Oliveira Braga, IPHAN, PB
Sandra Benites, National Museum, UFRJ

This thematic symposium aims to raise debates on weavings from different plots of institutions dedicated to the memory of Cultural Heritage and indigenous issues registered in Brazil and in different Latin American countries. In recent decades, strategic projects have emerged to think about indigenous heritage, as strategies for valuing memories, histories of native people. Initiatives of indigenous people themselves that have been having the collaboration of supranational programs and national bodies, universities, indigenous organizations, non-governmental organizations. The execution of cultural projects on indigenous issues always involves complex negotiations, but related and converging, and of interest mainly to the protagonists as well as non-indigenous academics and scholars of the universe of memory institutions (Archives and Museums) and issues.

TS 9 - ENVIRONMENTAL HISTORY, PLANS, KNOWLEDGE, INDIGENOUS SPIRITUALITIES AND COSMOVISIONS: INTERDISCIPLINARY DIALOGUES IN THE PAST AND IN THE PRESENT.

José Otávio Aguiar, UFCG

Ana Maria Monsalve Cuartas, Forestry Engineer, Colombia

This working group is a space for discussions for researchers whose work contributes to the debate on environmental and indigenous issues. From the second half of the 20th century onwards, environmental themes received special attention worldwide, mobilizing and interacting with knowledge. In response to this growing concern, Environmental History has facilitated the meeting of natural and social sciences with objectives focused on building dialogues based on studies of ethnic identity, use and management of natural resources, traditional knowledge and knowledge, among others. The objective of this WG will be to promote dialogues and meetings between researchers dedicated to the study of the relationships between nature, culture, history, spirituality, sacred, cosmovision/nature and indigenous ethnicity from the 16th century to the present day.

TS 10 - INDIGENOUS PROTAGONISM AND INQUISITION IN AMERICA

Angelo Adriano Faria de Assis, UFV, Brazil

Almir Diniz de Carvalho Júnior, UFAM

Indigenous protagonism in the history of Portuguese America seems to have become invisible in most of the records of the colony's authorities and missionaries, at least, so traditional historiography thought. Despite this possible limit, through a more attentive methodology, which involves a dive into the contradictions of the narratives and the descriptions of differences, the new indigenous history has achieved, in recent years, significant advances. These advances were present due to the reading of narrative logics within the very system in which they were produced - considering their representation patterns and the semantic field in which they were inserted. In the case of the records of the Tribunal do Santo Ofício, due to the nature of the source, there is a greater set of indications and information about the actions of the indigenous people, in particular, the Christian Indians. They were scrutinized with a deeper rigor, if we compare with the other records mentioned above. This was

because it was necessary to investigate in detail all the suspected cases in search of their heretical character. For this reason, with the help of ethnology and the comparison of other historical sources, inquisitorial records have become, in recent years, sources of enormous wealth as they reveal the significant participation of indigenous populations in the production of history. The work group proposed here seeks to bring together research and reflections on the indigenous protagonism recorded in these inquisitorial sources, which make indigenous agencies more visible, whether in the field of their religious practices, their moral behavior or their political actions.

TS 11 - PROTAGONISM OF INDIGENOUS WOMEN IN THE PAST AND IN THE PRESENT

Juciene Ricarte Apolinário, UFCG
Grace Graúna, UPE

Over more than 500 years of contacts between native people and the western world, indigenous women have suffered different violations and have always resisted and fought against colonizing oppression, as well as in all forms of being subjugated in gender relations. They knew how to weave new webs of resistance to the present day against any type of machismo and Eurocentric patriarchy in villages or urban spaces. In recent decades, indigenous women have been occupying spaces in the field of scientific research, literature, political leadership, among other fronts of indigenous female empowerment, decolonizing nuances to the very concept of feminism in Latin America. Thus, this thematic symposium will be a space for presentations of scientific works and discussions on the place of indigenous women in history, literature, education, politics, law and many other spaces built through their struggles in over 500 years of contacts and post- contacts to the present day.

TS 12 - INDIGENOUS LITERATURES IN THE AMERICAS: MEMORY, HERITAGE AND RESISTANCE

Brigitte Thiérion, Sorbonne Nouvelle - Paris 3/CREPAL, France
Pascale De Robert, Institut de Recherche et Développement - IRD/Paloc., France

Since the 1980s, we have witnessed an emergence of indigenous literatures in the Americas, this process being one of the axes of a movement of identity affirmation and revitalization of original cultures. Through writing, conceived as a means of education, and thanks to the support of social networks, communities promote the writing and rewriting of their history and myths related to their ethnicities, as a way to transmit knowledge of the tradition to new generations and to strengthen the feeling of belonging. The process has accelerated in recent decades in Brazil. In addition to constituting innovative experiences in their multiplicity of proposals and formats, the productions constitute an important instrument of resistance and self-assertion that is also aimed at non-indigenous people to combat the derogatory historical representations that permeate society until today.

TS 13 - INDIGENOUS PEOPLE AND THE IMPERIAL BRAZILIAN STATE: POLITICAL PROJECTS, COLLECTIVE LANDS AND AUTONOMY.

João Paulo Peixoto Costa, IFPI
Mariana Dantas, UFRPE

Debates around the constitution of the Brazilian imperial state developed intensely in the first half of the 19th century, when disputes between different political groups culminated in armed conflicts; and later turned into partisan clashes when the saquarema project was consolidated. Although much of historiography ignores them, indigenous people were actively involved in disputes between political projects in the most different historical situations. The present thematic symposium aims to provide a space for dialogue between researchers and researchers interested in investigating the strategies built by the indigenous people to stress the limits of the exercise of citizenship and to fray the tutelary practices based on Old Regime relations. Thus, the proposal is to stimulate debate on research concerned with the elaboration by the indigenous people of their own paths to defend the lands of their villages, for the construction of spaces of autonomy and freedom, leading to the reformulation of collective identities and memories.

TS 14 – INDIGENISM AND INDIGENOUS HISTORY: BETWEEN NATIONAL NARRATIVE AND NATIONAL DEVELOPMENT (XIX AND XXI)

Carlos Benítez Trinidad, HISTAGRA – University of Santiago de Compostela, Spain

Latin American nation-states inherited after their independence, in the first half of the 19th century, a complex and conflicting “indigenous question”. Reconciling the incorporation of indigenous populations to the ideas that were consolidated in terms of nation, territory and State generated a whole series of debates, divergences and policies that are still latent in the region. The association of indigenous people with the country's most essential symbols and the increasingly pressing “need” to end all “differences” led to a tortuous history that worsened as states tried to integrate all the nation's territories. This thematic symposium aims to analyze and deepen the history of indigenism and indigenous agency in Latin American countries from emancipation to the present.

TS 15 - ETHNIC, ETHNOGENIC AND RESUMPTION EMERGENCIES: INDIGENOUS PEOPLE AND IDENTITY PROCESSES IN THE AMERICAS

Estevão Martins Palitot, UFPB, Brazil
Izabel Missagia de Mattos, UFRRJ, Brazil
Carmen Lucia Silva Lima, UFPI, Brazil

From the 1970s onwards, the indigenous movement took shape in several countries in the Americas. From then on, the indigenous political organization brought a broad agenda of discussions to national states, placing themes such as the recognition of cultural diversity, territorial rights, the environmental issue and legal pluralism on the agenda. These changes are reflected from legal demands for formal recognition of

indigenous people and demarcation of territories and reserves, to the revision of constitutional principles in different countries, recognizing the plurinational or multiethnic character of these nations. Underpinning these changes are historical and social processes, which triggered at the most basic levels of the social organization of indigenous people, began to reverse expectations that indigenous people would become increasingly marginalized or assimilated into national societies. On the contrary, indigenous identities have been experiencing decades of powerful growth, signaling large-scale social, symbolic and political transformations, challenging the definitions of imagined national communities based on the demand for political participation with recognition of cultural difference. These processes have received different names: ethnogenesis, ethnic emergence, ethnic resurgence, return and return journeys, configuring themselves as one of the most characteristic faces of contemporary indigenous worlds. In this Symposium (or table) we intend to discuss concrete processes of indigenous ethnic reorganization in the three Americas from historical and anthropological points of view.

TS 16 - INDIGENOUS PEOPLE IN AMAZON FRONTIERS: KNOWLEDGE IN DIALOGUES AND RESISTANCE PROCESSES

Taciana de Carvalho Coutinho, NESAM, UFAM
Geise de Góes Canalez , NETNO, NESAM, UFAM
Pedro Henrique Coelho Rapozo, NESAM, PPGICH, UEA

Alto Solimões is a strategic border region between the Brazilian, Peruvian and Colombian Amazons. In Brazil are 26 indigenous lands and 11 ethnic groups that make up a large portion of the population of c ages that make up the Greater Region of Alto Solimões. The vast territorial distribution of indigenous people (in floodplain areas and/or land firms) draws the attention of social and environmental scientists in light of the growth of political and economic conflicts that have emerged in contemporary times, which tends to be a blow to the rights of ethnic groups. The thematic symposium will provide a discussion about the Knowledge and processes of resistance and will contribute to strengthening a collaborative and assertive network at the national and international levels, enabling the development of research focused on socio-environmental and historical issues of Indigenous People.

TS 17 - INDIGENOUS BORDERS IN LATIN AMERICA: SPACES, CULTURES, INTERACTIONS

Angela Doingues, U. Lisbon, Portugal
Nayibe Gutierrez, UPO, Seville, Spain
Pablo Ibañez, CHAM, UNL, Portugal

Borders are the liminal space of a given community and the meeting point between individuals and groups from different origins. This complex nature of borders generates its own dynamics and problems that can only be analyzed based on the strategies and actions of its multiple inhabitants. In this sense, this Thematic Symposium aims to study Latin American borders as spaces of intense social interactions, spaces inhabited in the past by a variety of actors, including colonists,

soldiers, missionaries, travelers, slaves of African origin or deserters. And, of course, indigenous populations, who have historically been the major actors on Latin American borders. Borders that may coincide with the limits of empires and republics, but which also admit their own spatialities, which are not always evident in administrative arrangements. This ST therefore intends to reflect on the performance of indigenous populations and other local actors, exploring aspects such as cultural intermediation strategies, linguistic and material exchanges, mechanisms of political and religious imposition, the role of violence, processes of resistance and other related problems to the study of social interactions between groups and individuals across borders. It is also intended to study the connection of borders and their inhabitants with other regions, through aspects such as the formulation and application of colonization policies, economic flows or measures adopted in defense of territorial integrity. Aiming to promote dialogue between specialists from different regions and chronologies, this ST is open to communications on borders located in different geographical and temporal frameworks, from the initial periods of the European conquest to the 21st century.

TS 18 - INDIGENOUS LANGUAGES IN THE AMERICAS

Márcia Nascimento, UFRJ

Pedro Daniel dos Santos Souza, UNEB

Ana Vilacy Galucio, UFPA/Museu Paraense Emílio Goeldi

The theme of this symposium is related to studies on the languages of the native people of the Americas, in a broad and multidisciplinary perspective. The exchange of information between researchers on topics related to indigenous languages in the Americas is extremely important for the development of studies on languages in various areas of knowledge, enabling the creation of a space for interdisciplinary dialogue between linguists, historians, anthropologists and educators. In this direction, this symposium seeks to aggregate research work from various theoretical perspectives and areas of knowledge, with a view to building a collaborative network of interdisciplinary discussions on research that has been developed on indigenous languages in the Americas and that builds reflections on violations, languages as instruments of resistance, conquests and the intensification of the struggles of native people from the 16th century to the present day. The theme of the symposium includes works on linguistic analysis and description, studies on literacy and literacy, bilingualism/multilingualism and teaching in indigenous schools, linguistic policies, contacts and social history of languages, linguistic revitalization and recovery, among others. Given the rich linguistic diversity in the region and also the vulnerable situation of a high percentage of these languages, the discussion of these issues is both current and necessary.

TS 19 - PRESENTATION OF RESULTS OF PEDAGOGICAL PROJECTS IN INDIGENOUS AND NON-INDIGENOUS SCHOOLS AND EXTENSION PROJECTS ON THEMES OF ORIGINARY PEOPLE IN BRAZIL AND AMERICA

Lana C. Gomes de Araújo, UFPE, Brazil

Gláucia de Souza Freire, UFPE, Brazil

This Thematic Symposium aims to be a space for the presentation of teachers from public and private schools who develop pedagogical projects on the indigenous theme, indigenous teachers who develop pedagogical projects in indigenous schools and results of university extension projects that propose the indigenous theme as the different PETs (Tutorial Education Program of the Brazilian Federal Government to stimulate research, teaching and university extension activities at the undergraduate level). Activities carried out throughout the year or in special weeks that contribute to the appreciation and highlights of memory, history, cultural, economic, environmental, health, educational practices and that can also address the struggles and rights of contemporary indigenous people. We understand that undergraduate courses in the different areas of history, Portuguese language, geography, biology, mathematics, among others, need to adapt and collaborate with the implementation of Law 11,645, granted on March 10, 2008, which makes the teaching of history and indigenous culture in Brazilian schools in an interdisciplinary and intercultural way. On the other hand, this symposium will bring experiences from indigenous schools that develop educational projects that promote the reaffirmation and strengthening of intercultural, differentiated and bilingual ethnic identities.

SHORT COURSES

SC 1 - HISTORICAL RESEARCH PRACTICE WITH INDIGENOUS PEOPLE BASED ON THEIR ORALITIES AND THE PRESENT TIME: CHALLENGES AND POSSIBILITIES

Tamires Batista Andrade Veloso de Brito, UFCG, Brazil

Based on oral and written memories and also bibliographic sources, we seek to discuss how the mobilizations of the Tupinambá de Olivença in southern Bahia occurred for their permanence in the territory they occupy and their consequences: produced identity representations and collective actions of leaders and chiefs, with highlight for the period between 1920-30, in which an icon in the history of the Tupinambá was active, the “caboclo” Marcellino José Alves. Thus, we consider some representations of the past in the present lived by the Tupinambá de Olivença, supported by memories and orality expressed in the views on how the Encantados, the main sacred entities in Tupinambá cosmology, signaled the moment of awakening the “sleeping identity”. Orality conveys marks of life and is rich as a historical document. In this minicourse, we will see how its use resulted from the need to broaden the notion of document (FEBVRE, 1949). However, there are some challenges in understanding this methodology for writing history (as an art as well as a science) and its possibilities, assuming rigorously applied norms. From orality we learn about events as the narrator experienced and interpreted them.

SC 2 - INDIGENOUS PEOPLE AND THE INDIGENOUS LEGISLATION OF THE COLONIAL PERIOD: PROCESSES OF RESISTANCE AND AGENCY BETWEEN THE 16th AND 18th CENTURY

Lana C. Gomes de Araújo, UFPE, Brazil

More than confusing or imprecise, the legislation created by the colonizers to deal with issues related to indigenous people in Portuguese America was experienced in different ways by ethnic groups. It can also be understood from the interests of the subjects who were part of the spaces of power in the captaincies. Despite the systematization of laws containing guidelines that are allowed or not, especially with regard to the causes of indigenous slavery, in the scenario of local governments and villages, they took other directions. Even knowing the laws, the religious, local administrators, merchants, traders, landowners, etc. they acted guided by their own interests or by the institutions or groups they represented, in an attempt to maintain power. Point of the agenda of Portuguese politics and legislation, administrative instances were created, such as the Court of the Junta das Missões (1681) and laws were promulgated such as the Regiment of the Missions (1686), the Law of Liberty of the Indians (1755) and the Directory of Indians (1757), in order to establish the compilation of laws and convert the natives to both the Catholic faith and the status of subjects of the king. However, the study of historical sources has allowed us to verify the protagonism of indigenous men and women in the face of the dictates of the Crown, the Church and local authorities. In this sense, this table aims to discuss the processes of agency and resistance of the original people to the legislation of the time, in order to understand the specificities of each people and each region.

SC 3 - THE STORY TOLD ON THIS SIDE: THE STRATEGIES OF THE XOKÓ DE SERGIPE FOR THE POSSESSION OF THE INDIGENOUS LAND ILHA/CAIÇARA: 1978 – 2003.

Ivanilson Martins dos Santos – Xokó, UFAL, Brazil

The purpose of this short course is to promote some reflections on the Xokó's fight strategies for the possession of the Ilha/Caiçara Indigenous Land, which is located in the municipality of Porto da Folha, in the current state of Sergipe. More recent research on the Xokó, report a territorial context and nomenclatures ranging from southern Ceará to the state of Sergipe between the 17th and 18th centuries. We can find in the historical documents: Shocó, Chocó, Chocoz, Ciocó or Ceocose. Today written as Xokó of the Island of São Pedro/Caiçara. The objective is to develop a narrative from the indigenous point of view, which already in the title exposes a “story told from this side”. From this perspective, it is healthy to understand the Xokó's Strategies/Narratives for the possession and struggle of their territory; visibility strategies; articulations which demarcate a period of struggle with indigenous people, since the 1970s was a period of explosion of great demands and reaffirmations of the identity and indianity of the indigenous people of the Northeast. This process is also indigenous ethnogenesis: the Xokó reappear there. We will make an exhibition of speeches and some notes reported in newspapers and magazines of the time to understand these Xokó strategies.

SC 4 - INDIGENOUS PEOPLE AND INQUISITION IN COLONIAL BRAZIL

Luana Souto Cavalcanti, UFCG

The Holy Office or Inquisition was an ecclesiastical court established in the Middle Ages during the 13th and 14th centuries, which aimed to persecute, judge and punish those who deviated from the religious precepts of the Catholic Church. Later we had the apogee of the modern Inquisition in Spain and Portugal in the 16th, 17th and 18th centuries, and it was from this modern Inquisition that Brazil felt the tentacles of the inquisitorial machine. In Brazil there was no actual installation of an Inquisitorial Court as it happened in Lima (1570), Mexico (1571) and Cartagena (1610), but this did not mean that there was no Inquisition in these lands, Brazil was throughout the entire period. colonial period subordinated to the Lisbon Court, which, in turn, sent licensees/representatives and contained a whole network of employees of the Holy Office to act in pursuit of those who deviated from Catholic precepts, including indigenous people who were inserted in the Christian universe who also they were liable to be punished by the Inquisition due to their possible transgressions, be they witchcraft, blasphemy, bigamy, sodomy, superstitions, in short, any crime/sin that offended the religious precepts of the Catholic Church. In this way, our short course aims to seek a better understanding of how the Inquisition acted in relation to indigenous people during the colonial period in Brazil.

SC 5 - SCHOOL AS A SPACE OF RESISTANCE AND SOCIAL PROTAGONISM: THE CHALLENGES IN IMPLEMENTING LAW 11.645/2008

Wania Alexandrino, UFOPA

Think about the school institution as a space of problematization and contribution to a social protagonism. The school becomes a mechanism for promoting debates, reflections and knowledge construction, which acts in the struggle for equality of rights among different social groups. Thus, we have the school as a cultural and plural space where it is necessary to discuss respect for human diversity. In this sense, the implementation of Law 11645/08, which makes the Teaching of Indigenous History and Culture mandatory in the school curriculum, aims to meet a socio-historical demand of indigenous ethnic groups, which were neglected throughout the process of Brazilian educational training. However, despite a decade of mandatory indigenous themes in school content, many teachers find it difficult to work with the aforementioned theme. And, this short course understands the need to address the teaching methodologies that deal with indigenous history and culture, at the same time, in which we intend to debate the importance of this law as a discussion instrument for the strengthening and recognition of the struggles of indigenous movements and the strengthening of an education for otherness.

SC 6 - INDIGENOUS LANGUAGES AND LINGUISTIC SOCIAL HISTORY OF BRAZIL

Pedro Daniel dos Santos Souza (UNEB)

This mini-course aims to discuss, within the scope of investigations into the linguistic social history of Brazil, the linguistic contacts and the consequences of the encounter between Brazilian indigenous languages, namely unwritten, and Portuguese – a written culture language –, highlighting the assemblages and the negotiation and resistance strategies of the indigenous people against the monolingual project of the

colonizer. In this direction, we will address the emergence, diffusion and use of general indigenous languages, proposing a historiographical review of the way the theme has been presented, in addition to reflecting on glotocides, the generally multilingual character of Portuguese America, which, on account of diverse factors, it becomes locally multilingual, the linguistic policies that contributed to the linguistic reconfigurations of the different spaces, the processes of linguistic revitalization and resumption, also responsible for the redefinition of the mosaic of languages spoken in Brazil. Traversing the 521 years of “loss and gains”, we will also revisit the propositions of Aryon Rodrigues (1966) who, when defining the “Tasks of Linguistics in Brazil” and, specifically, of the so-called “Pure Linguistics”, considered that we should put first place the investigation of indigenous languages, reflecting, in the meantime, on the consequences of this position and the challenges that still need to be faced.

SC 7 - USE OF GOOGLE EARTH TOOLS AND WEB APPLICATION FOR GEOGRAPHICAL INFORMATION SYSTEMS (GIS) AND PROJECTS WITH INDIGENOUS PEOPLE

Geise de Góes Canalez (NETNO/NESAM/UFAM)

The availability of spatial information has undergone significant changes with the development of geographic intelligence systems for the internet. Linked to this, it is increasingly important that the tools adopted are easy to access, use 'light' platforms for access on smartphones, tablets and computers with simple configuration, and that they have an intuitive mechanism for use. These facilities, supported by the technology offered by map servers, in which the databases moved from a restricted public specialized in Geoprocessing techniques to all those who have access to the internet, bring a new demand for users with basic skills to manipulate these tools. Such tools become necessary for the development of research focused on socio-environmental and historical issues of Indigenous People.

SC 8 - ENVIRONMENTAL HISTORY AND INDIGENOUS HISTORY: THE INDIGENOUS SUBJECT IN TRADE IN PAU-BRASIL DURING THE HALF OF THE 16TH CENTURY

Éverton Alves Aragão (Master's Student - PPGH/UFCG)

Historiographic thinking and production constantly reinforce the conception of an indigenous less evolved than the European, treating them as mere tools in the initial context of the European presence in the “New World” and the “Pau-brasil Cycle”. The methodological experiences do not question and until recently omits, ignores or relegates generic Indians to a distant colonial past – represented as compulsive Brazilian wood cutters in French and Portuguese enterprises. The experiences lived by the indigenous people of the Brazilian Atlantic Forest constitute, therefore, a challenge for reflections on the understanding of the historical processes that result in the current sociopolitical mobilizations for the claims, achievements and guarantees of rights. It is necessary to think of Indigenous History from the perspective of Environmental History, of a Connected History, not as passive historical subjects. Recognizing indigenous sociodiversities and contributing to

discussions in the historical perspective that highlight the power relations, access, use and meanings of Brazilwood by indigenous people.

SC 9 - INDIGENOUS COSMOLOGIES, FOOD AND PRODUCTION CIRCULATION

Edson Tosta Matarezio Filho (NESAM/PPGICH/UEA)

This short course aims to get closer to some indigenous food systems and their conceptions of humanity. Seeking an ethnographic point of view on indigenous experiences in the production, circulation, processing, preparation and consumption of food, the course relates this entire trajectory to conceptions of the body, cosmology, mythology, social organization and kinship, commensality, indigenous production for the market and income generation, security, food sovereignty and agrobiodiversity. In this sense, I propose a reflection that starts from some cases of relations with animals, plants and territory among some indigenous groups, to the presentation of some strategies for the insertion of production into the market, especially public purchases. A fundamental question that will guide us throughout the course will be: how do populations in which the human status is shared with certain animals and plants relate to the consumption and sale of products from their fields, hunting and fishing?

SC 10 - REVISITING THE EDUCATIONAL/CURATIVE PRACTICES OF THE POTIGUARA PEOPLE, PARAÍBA BRAZIL

Pedro Ka'aguassu Potiguara, UFRN, Brazil

All the wisdom and knowledge about the educational/healing practices of our people Potiguara, Brazil were passed on by our indigenous elders, orally, in an ancestral way to our culture, and has effects as efficient as the 'sciences' called 'Western scientific', in sphere of bodily, mental and spiritual improvements and also in the strengthening of our ethnicity as an original people. In order to allow greater visibility to our knowledge and curative practices, in the middle of the Atlantic Forest biome, we aim in this mini-course to address the wealth of our knowledge and healing practices passed on from an early age by the elderly with the presence of our enchanted ones. Educational/healing practices updated in our indigenous schools through dynamic and participatory pedagogical processes in which children come into contact with the nature of their surroundings and come to understand the importance, for example, of plants as living organisms that are used in different ways for our cures of body and soul.

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