

ANTH 3130: PEOPLES OF LATIN AMERICA

10:30-11:20am, MWF, OM 115



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Office Hours: M/W 1-3pm; OM245D

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Hours: T/Th 9-10:15am; OM245F

COURSE DESCRIPTION

This course will present an overview of ethnic groups and cultures found throughout the Americas. Topics to be covered include ethnic composition of populations, social structure, economics, material culture, gender roles, religion, sports, and political systems. We will compare and contrast these topics with our own socio-cultural practices.

This course carries a "CI" (Communications Intensive) designation; therefore, writing and speaking proficiency is required for a passing grade. While there are no prerequisites, this course assumes prior experience with basic anthropological concepts (ANTH 1010). This course fulfills an elective for both the major and minor in Cultural Anthropology.

COURSE GOALS

By the end of the course, students should have:

- 1) Improved their writing and communication skills.
- 2) Developed an enhanced understanding of the lifeways of the various social and cultural groups that comprise modern day Latin America.
- 3) Developed an appreciation for the cultural complexity seen in the various peoples that are identified as "Latin American."

DISCLOSURE

This course is focused on the varied life experiences of the people who reside in the geographic and cultural area known as "Latin America." Through readings, films, and documentaries, we will deal with a variety of "mature" subjects, including (but not limited to) sex, sexuality, prostitution, domestic violence, child abuse, gang violence, political violence, slavery, and substance abuse. These issues are pervasive among most Latin Americans, and are essential to understanding both the local and global cultural contexts of the region.

The approximate rating of each film/documentary can be found on the syllabus--most of the films and documentaries shown in class are not officially rated. In general, they contain material that one would find in a PG-13 film or evening newscast.

COURSE REQUIREMENTS

1) *Blog Writing Assignments*: Three 600+ word blog posts (~two pages, 12 pt font, double-spaced) posts will be due throughout the semester. Each student will be assigned to one of ten discussion groups. You **MUST** post on your assigned week. Posts will be uploaded to CANVAS. Students will be expected to lead class discussions on the material covered in their blog posts.

- Posts should be coherently organized and carefully edited.
- Posts should cite all sources (readings and news articles) according to the AAA style guide (www.aaanet.org/publications/style_guide.pdf).
- Posts are due MONDAY at 11:59 pm on the assigned week. Students should be ready to lead discussion on their posts.
- Blogs can be in one of the following formats:
 - a. A thorough review and commentary of the weekly readings that traces common threads between the assigned materials.
 - b. A discussion of a current event that relates to the weekly topic.
 - c. A summary of another academic article that is related to the weekly topic.

Blog Post Writing Rubric:

	Effective	Adequate	Marginal	Inadequate
Central idea 35%	Advances an original, provocative argument	Offers a central idea, but more descriptive than argumentative	Offers a simplistic or confusing argument	Does not organize the paper around any central idea
Evidence 35%	Cites specific, persuasive examples from course and outside readings	Selects evidence that relates to main idea, though not richly analyzed	Chooses irrelevant examples to support ideas or evidence not well described	Misrepresents evidence or does not cite sufficient sources to support ideas
Organization 20%	Follows a logical order with smooth transitions	Flows nicely but paragraphs may lack topic sentences	Does not integrate sections of the paper coherently	Lacks organizing principle to direct reader from thought to thought
Language 10%	Uses standard written English and chooses precise words with few errors	Makes a few grammatical errors	Compromises clarity through unclear sentence construction	Uses nonstandard English or frequent typographical errors

2) *Blog Replies*: Each student must post a thoughtful comment (at least 100 words) in response to at least one blog before the START of class on Friday (for a total of 15 replies throughout the semester).

3) *Examinations*: Students will complete an in-class midterm and final. Both examinations will be comprised of no less than three essay questions. Readings and concepts from the first half of the class will provide the foundation for the second half of the class and thus the final.

4) *Class Participation*: Students are expected to come to class on Monday prepared to discuss the readings assigned for the week. Half of the participation score (5% of final grade) will come from weekly, in class quizzes. On a rotational basis, groups of students will be assigned to lead the discussion of particular readings. Student performance of this task, as well as general contribution to discussion, will be evaluated (5% of final grade). *Participation is evaluated by the peer-prof method: at the end of the semester, you and the professor will rate the attendance and participation of all other students in your group on a scale of 1 to 5. A good peer score may raise, but will not lower, the overall participation score of the individual student.*

5) *Attendance Policy*: Attendance is HIGHLY encouraged. Exam questions will come directly from class discussions.

GRADING POLICY

Assignment	Possible Points	% of Final Grade
Blog Post 1	50	10
Blog Post 2	50	10
Blog Post 3	50	10
Weekly Blog Replies (15)	$3.33 \times 15 = 50$	10
Weekly Quizzes (15)	$1.66 \times 15 = 25$	5
Participation	25	5
Midterm	125	25
Final	125	25
TOTAL	500	100

****Note** that 90% of your grade is based on written assignments. The assignment grades will be based on both content and clarity of writing. Poor grammar or other technical errors may lower the grade. You are expected to incorporate feedback into subsequent course postings and essay examinations. **

WEEKLY BREAK-DOWN

Mondays: Brief introductory and/or overview lecture of key concepts; group discussions of readings.

Wednesdays: Continue group and class discussions; begin film.

Fridays: Discussion of blog postings; finish film.

REQUIRED MATERIALS

TEXTS:

- 1) Perlman, Janice (2010) *Favela: Four Decades of Living on the Edge in Rio de Janeiro The Myth of Marginality: Urban Poverty and Politics in Rio de Janeiro*. Oxford University Press.
- 2) Hecht, Tobias (1998) *At Home in the Street: Street Children of Northeast Brazil*. Cambridge University Press.
- 3) Brandies, Stanley (2006) *Skulls to the Living, Bread to the Dead: The Day of the Dead in Mexico and Beyond*. Blackwell.
- 4) Willson, Margaret (2007) *Dance Lest We All Fall Down*. Cold Tree Press.

RECOMMENDED TEXT:

- 1) Heath, David (2001) *Contemporary Cultures and Societies of Latin America: A Reader in the Social Anthropology of Middle and South America*. Waveland Press.

LOCATION OF REQUIRED READING MATERIALS

Required texts may be purchased at the USU Bookstore. Assigned articles will be available on CANVAS.

TOPICS & READINGS

Subject to Change

(T=Text; H=Heath 2001)

Aug. 25, WEEK 1: Introduction

1. CLASS SYLLABUS, read completely
2. Skidmore and Smith: Why Latin America?
3. Gonzalez: South America: Continent of Contrasts
4. Stavenhagen: Seven Fallacies about Latin America (H)

Sept. 1 (Labor Day), WEEK 2: A Brief History of Latin America (GROUPS 1 ,2)

1. Cambridge: Pre-Columbian and colonial Latin America
2. Latin America since independence

FILM: Columbus Didn't Discover Us (PG; 25")

Sept. 8, WEEK 3: Social Organization Part 1 (GROUPS 3, 4)

1. Mintz and Wolf: An Analysis of Ritual Co-Parenthood
 2. Foster: The Dyadic Contract in Tzintzuntzan: Patron-Client Relations
 3. Lewis: The Culture of Poverty
 4. DaMatta: An Interpretation of "Carnaval"
- OPTIONAL: Wagley and Harris: A Typology of Latin American Subcultures

Film: O Movimento do Sem Terra (The Landless Movement of Brazil) (PG; 27")

Sept. 15, WEEK 4: Ethnicity (GROUPS 5, 6)

1. Dzidzienyo: No Longer Invisible: Afro-Latin Americans Today (H)
2. Elkin: Jews in Latin America (H)
3. Conklin: Body Pain, Feathers, and VCRs (H)
4. Hanchard: Black Cinderella?: Race and the public sphere in Brazil

Film: Black in Latin America (PG; 60")

Sept. 22, WEEK 5: Gender Roles (GROUP 7, 8)

1. Browner & Lewin: Female Altruism Reconsidered: The Virgin Mary as Economic Woman
2. Brown: Pleasuring Body Parts: Women and Soap Operas in Brazil
3. Berlin: Migrant Female Labor in the Venezuelan Garment Industry
4. Murra: Family, Social Insecurity, and the "Underdevelopment" of Gay Institutions in Latin America (H)

FILM: telenovela/Tribal Wives TBA (PG-13; 60")

Sept. 29, WEEK 6: Social Organization Part II (GROUPS 9, 10)

1. Perlman: *Favela: Four Decades of Living on the Edge in Rio de Janeiro* (T)

Film: City of God, Guns, and Gangs (PG-13; 60")

Oct. 6, WEEK 7: Economic Strategies (GROUPS 1, 2)

1. Foster: Peasant Society and the Image of Limited Good
2. Salomon: Weavers of Otavalo
3. Buechler: Doña Flora and the "Informal Sector" Debate: Entrepreneurial Strategies in a Bolivian Enterprise (H)
4. Mangin: Latin American Squatter Settlements: A Problem and a Solution

Film: Ecuador: Dream Town (PG; 17")

Oct. 13, WEEK 8: Violence and Insecurity (GROUPS 3, 4)

MONDAY: Midterm

***Friday Class held Thurs. Oct 16**

1. Hecht: *At Home in the Street* (T)

Film: Quando a Casa é a Rua (When Home Is the Street) (PG-13; 35")

Oct. 20, WEEK 9: Migration (GROUPS 5, 6)

1. De León: Better to Be Hot than Caught
2. Orozco: Globalization and Migration: The Impact of Family Remittances in Latin America
3. Nicholas and Genova: Migrant "illegality" and deportability in everyday life
4. Slack and Whiteford: Violence and migration on the Arizona-Sonora border

Film: Crossing Mexico's Other Border (PG-13; 23")

Oct. 27, WEEK 10: SPECIAL TOPIC: Día de Muertos (GROUP 7, 8)

1. Brandies: *Skulls to the Living, Bread to the Dead* (T)

Film: *Feasts: Mexico* (PG; 60")

Nov. 3, WEEK 11: War on Drugs (GROUP 9, 10)

1. Farthing: "Social Impacts Associated with Anti-drug law 1008
2. Ledebur: *Coca and Conflict in the Chapare*
3. Bourgois: *Crack in Spanish Harlem: Culture and Economy in the Inner City*
4. Selections TBA from the New York Times series on Mexican drug trafficking

Film: *VICE: Mexican Narco Music* (PG-13; 30")

Nov. 10, WEEK 12: Popular Culture (GROUPS 1, 2)

1. Edmonds: 'The poor have the right to be beautiful': cosmetic surgery in neoliberal Brazil
 2. Armstead: 'Growing the Size of the Black Woman': Feminist Activism in Havana Hip Hop
 3. Simonett: *Los gallos valientes: Examining Violence in Mexican Popular Music*
 4. Reis: *The Impact of Television Viewing in the Brazilian Amazon*
- OPTIONAL: Schelling: *Popular culture in Latin America*

FILM: *Barrios, Beats and Blood* (PG-13; 18")

Nov. 17, WEEK 13: Health and Healing (GROUPS 3, 4)

1. Scheper-Hughes: *Cultural Scarcity & Maternal Thinking*
2. Leatherman: *Gender Differences in Health and Illness among Rural Populations in Latin America*
3. Valencia-Garcia D: "I'd Rather Die than Go Back for Care:" Stigma from the Medical Community among HIV-Infected Peruvian Women
4. Seligman: *The Unmaking and Making of Self: Embodied Suffering and Mind-Body Healing in Brazilian Candomblé*

FILM: *Un Encuentro con Don Felipe: Un Huesero Distinguido, un Tesoro Nacional* (An Encounter with Don Felipe: A Distinguished Bonesetter, A National Treasure) (PG)

Nov. 24, Thanksgiving WEEK 14: Religion and Culture Change (GROUPS 5, 6, 7)

1. Kramer: *Spectacle and the Staging of Power in Brazilian Neo-Pentecostalism*
2. Allen: *To be Quechua: The symbolism of coca chewing in highland Peru*
3. Bacigalupo: *The Mapuche man who became a woman shaman: Selfhood, gender transgression, and competing cultural norms*
4. Gooren: *Latter-day Saints under siege: The unique experience of Nicaraguan Mormons*

Dec. 1, WEEK 15: Activism and Development in Latin America (GROUPS 8, 9, 10)

1. Willson: *Dance Lest We All Fall Down* (T)

FILM: Hummingbird (PG-13; 47")

Dec. 8 FINAL 9:30am-11:20am

POLICIES

Classroom Conduct:

Please be polite! Reading newspapers, sleeping, surfing the web, emailing, texting, answering the phone, coming in late, and talking are behaviors disrespectful to the instructor and the rest of the class and absolutely will not be tolerated. Students who persist in these behaviors may be excused from the class or even dropped from the course.

Late Work, Make-up Examination Policy:

I do not allow for late assignments—so plan ahead. This means completing your blog assignments before the due date. For extreme circumstances, a 20 page makeup paper will serve in place of a midterm or a 30 page paper in place of the final. You must provide official documentation to explain the extra-ordinary situation (e.g., death certificate) and you must provide notice to the professor at least 2 hours before the scheduled test.

Plagiarism:

Don't do it. There will be 0 tolerance for plagiarism, and you will receive an F in the course. According to USU: "Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

Students with Disabilities:

Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.

Link between course objectives, course work, and course evaluations:

Class Objectives	Course Work	IDEA Rating
Improved their writing and communication skills.	Blogs, responses, class discussions	8. Developing skill in expressing oneself orally or in writing.
Developed an enhanced understanding of the lifeways of the various social and cultural groups that comprise modern day Latin America.	Readings, films, lectures	1. Gaining factual knowledge (terminology, classifications, methods, trends).
Developed an appreciation for the cultural complexity seen in the various peoples that are identified as "Latin American."	Discussion, readings, films, blogs	7. Gaining a broader understanding an appreciation of intellectual or cultural activity .