ANTH 251A (1672)
Latin American & Caribbean Cultures
MWF 9:20-10:20    Room OL135

Course Syllabus

Fall 2012

Instructor: Audrey Ricke, audreyricke@depauw.edu
Office Hours: MF 11-12; W 4:00-5:00pm & by appointment
Asbury Hall 331, 765-658-4814

Course Description: This course introduces students to the cultural diversity of the Caribbean, Central and South America. Within this vast geographic area, what are some commonalities and differences in race relations, indigenous rights, gender, and religious rituals? How has colonialism contributed to these and other similarities and differences? How has Latin America and the Caribbean dealt with such contemporary issues as the AIDS epidemic and the welfare of children? Through exercises and ethnographic readings, students will not only gain a better understanding of the peoples of Latin America and the Caribbean but how this knowledge can be applied to real-world issues. Students will explore these questions through focusing on Mexico, Brazil, Ecuador, and Haiti. These countries represent Portuguese, Spanish, and French colonies in the Caribbean, Central, and South America and offer important insights into global economics and politics.

Course Learning Objectives:

• identify important historical, economic, and political similarities and differences among several countries in Latin America and the Caribbean
• conduct interviews to gain a better understanding of how Latin America and the Caribbean are perceived in other parts of the world
• compare and contrast approaches to commonly faced issues, such as death, domestic abuse, child rights, and the AIDS epidemic, by isolating authors’ main points in response papers and participating in class discussions
• draw upon class readings and videos to explain ethnic and race relations in Latin America and the Caribbean
• combine the information learned in this class with independent research in order to propose and evaluate projects designed to alleviate some of the global issues faced in Latin America and the Caribbean

Required Readings: Please bring a copy of the assigned reading to class on the day it is scheduled to be discussed.

1.) Leinaweaver, Jessica
    2008 The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru

2.) Royce, Anya Peterson

3.) Sawyer, Suzana
4.) Sheriff, Robin

5.) Articles posted on E-Reserves

Assignments: Out of class assignments **must be both submitted to Moodle and a typed, stapled hard copy must be turned in by the beginning of class on the due date** to potentially receive full credit. Typed work should be in 12pt Times New Roman or similar font with 1 inch margins. Unless prior arrangements are made, 10% will be deducted from the earned grade each day the paper is late. All citations must follow the American Anthropological Association style guide which is found at [http://www.aaanet.org/publications/style_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>1. Participation</td>
<td>50pts</td>
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<td>2. Response Papers</td>
<td>60pts</td>
<td>(12%)</td>
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<td>3. Topic Presentation</td>
<td>50pts</td>
<td>(10%)</td>
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<td>4. Interview Project</td>
<td>75pts</td>
<td>(15%)</td>
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<td>5. Contemporary Issue Debate</td>
<td>100pts</td>
<td>(20%)</td>
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<tr>
<td>Paper</td>
<td>80pts</td>
<td>Due Dec 3</td>
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<td>Presentation</td>
<td>15pts</td>
<td>On Nov 30-Dec 7</td>
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<td>Peer Evaluation</td>
<td>5pts</td>
<td>On Nov 30-Dec 7</td>
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<td>6. Exams</td>
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<tr>
<td>Midterm</td>
<td>80pts</td>
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<td>Final</td>
<td>85pts</td>
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1.) **Participation** - Contributions to class discussions are essential and will prepare you for the assignments and exams. Please read the assigned texts **before** the date they are scheduled to be discussed. After reading, be sure that you can summarize the author’s main point, explain how the reading connects to the week’s topic, and how the information in the reading relates to prior readings and your own life experiences. What are some new questions that are raised about the topic after reading the work? Be prepared to discuss these and other related questions in class.

10 times throughout the course, you will be asked to bring to class or complete in class short exercises. The in-class graded exercises will NOT be announced in advance, but the out-of-class exercises will be announced in advance. Each exercise will be graded on a 5pt scale: 5pts for well-completed, 3pt for adequate completion, 0 pts for late, incomplete, or below average completion. For documented excused absences, in-class exercises may be made-up; however only 3 absences from class are allowed, and each subsequent absence will result in 10 points deducted from your participation score. Excused absences will be in accordance with DePauw’s policy and the instructor’s discretion, and prior arrangements with the instructor, if feasible, are required.

In order to limit distractions for your fellow students, please arrive on time and remain until the class officially ends. Participation points will be deducted for arriving late or leaving early multiple times.

2.) **Response Papers** - This assignment is designed to help you isolate the main points in academic scholarship and prepare you for class discussions and the exams. Each paper is worth 15 pts & should be 2 double-spaced pages.

For Wade (due Sept 3), Sheriff (due Sept 14), Royce (due Nov 9), and Leinweaver’s (due Nov 30) readings summarize the author’s main point and evaluate how well the author supports
his/her point. Reference at least one other reading or video from class to support your evaluation of the author’s point, to draw a connection with another reading, and/or to illustrate the contribution that the reading makes to our understanding of the topic.

3.) **Topic Presentation** - This assignment will give you practice connecting common themes within academic work and further develop your analytical and public speaking skills.

During week 2, you will sign up for one of the readings for the following topics: race, indigenous rights, gender, health, or religious belief. On the day that your reading is scheduled, you will lead the class in a 15 minute discussion of the reading based on the response paper (see above #2 for instructions), newspaper article review, and 3 discussion questions. You will submit all three works in class the day you are scheduled to present. For the newspaper article review, find a newspaper article from a major newspaper or magazine about the topic in Latin America and write a 1 to 2 pg summary of the important facts of the article, explain how they relate to the assigned reading, and critique the article based on what you have learned about Latin America and the Caribbean. Connections to the assigned reading should be developed beyond one sentence, such as “Both are about x”. Rather than yes or no questions or asking about facts, good discussion questions focus on the themes within the readings and are why and how-type questions which encourage conversation and could be discussed by anyone who has read the course material. Please incorporate a summary of the newspaper article that you found within your class discussion and bring a copy of the article to class to turn in with your response paper, review, and discussion questions.

4.) **Interview Project** - This project is designed to provide you with hands-on experience in collecting ethnographic data.

One of the main goals of this course is to gain a greater understanding of contemporary society in Latin America. How accurate is the average American’s view of Latin America? Write a total of 10 questions that you believe will provide information on what people living in the US know about Latin America for two of the topics listed on the syllabus. Using the 10 questions you have formulated, verbally interview 5 people and take notes on their answers. (If you have access to an audio recorder, you may also like to record the interview, given first the person’s permission.). If possible, try to interview one person who is originally from Latin America. Remember to include demographic data in your question set, such as sex, age, occupation, education, ethnicity, and race; however the demographic questions do NOT count toward the 10 questions.

Summarize your results in a 2-3 page double-spaced paper. In the first 1 to 2 pages, discuss any correlations between certain perceptions and your respondents’ demographics. In another two 1 to 2 pages, reflect on and answer the following: what problems did you encounter in doing this assignment? How could you solve the problems? Explain what new information would be provided by the solutions. If you encountered no problems and can think of no way to improve your questions, thoroughly explain why. A complete explanation goes way beyond stating “because my interview sample was bad,” “because I did/did not get the answers that I expected,” “because I would get longer responses” and similar comments. Attach the list of questions that you asked and your hand-written or typed interview notes (the notes do not count toward the page minimum). Be prepared to discuss your results in class.

5.) **Contemporary Issue Paper & Presentation** - This assignment is designed to give you practice researching, applying the material you have learned to real-world situations, and preparing well-supported arguments.
Part 1: Paper: You are hired by a non-profit or consulting firm and asked to work on one of the following projects. Research one of the topics below and write a 8 pg paper outlining your recommendations. Justify your recommendations with data from at least 4 academic sources outside of the course readings, at least two of which must be by anthropologists. Include in the first part of your paper, a summary of the current situation and some of the historical factors that have lead to the issue you are addressing.

Options for paper (Select only 1)
1.) You are hired to develop a program in Mexico that will help women counter domestic abuse. (Think about how gender is defined in Mexico, where would you develop the program, what would it consist of, and why)
2.) You are asked to design a program in Haiti that will help lower the incidence of AIDS in the country and improve the treatment of those already infected with the disease. (Think about the causes & perceptions of AIDS and various treatments and risk factors in Haiti, where would you develop the program, what would it consist of, and why)
3.) You are part of a team evaluating Brazil’s affirmative action policies and must take a stance on whether and how the current policy should be adjusted in order to reduce discrimination. (Think about how race is defined in Brazil, what would you change, what would remain the same, and why.)

Part 2: Presentation: Prepare a 10 min PowerPoint presentation where you pitch your ideas for the project to the class. In the presentation, you should concisely and clearly highlight your most important points and provide convincing evidence to justify these recommendations. Remember that you only have 10 minutes to convince us of your ideas.

Part 3: Peer Evaluation: You will draw upon what you have learned in this class and in your research to evaluate one person’s presentation for each of the three topics. Answer the below questions in complete sentences for each of the presentations that you review. Include in your review references to the texts that we have read and your own research. You cannot review your own presentation.

How well did the person justify their points?
Did the person overlook or misrepresent any facts that may hinder the desired outcome?
What was the most innovative suggestion in the presentation? Explain why.

7). Exams: The exams will be essay-based and comprehensive with an emphasis on the material covered since the last exam. Make-ups for those who miss the exams will only be allowed in extreme circumstances, and prior arrangements must be made with the instructor.

Evaluation:

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<th>A 94%-90%</th>
<th>A- 90%-93%</th>
<th>B 84%-86%</th>
<th>B- 80%-83%</th>
<th>C 74%-76%</th>
<th>C- 70%-73%</th>
<th>D 64%-66%</th>
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Asking questions and making mistakes are important components of learning. Please come see me in my office for any questions related to your scores on assignments or exams. Email or speaking immediately before or after class does not allow for sufficient discussion of questions and concerns. I will schedule appointments no earlier than 24 hours after returning the work. This 24-hour waiting period is to ensure that you have enough time to thoroughly look over my comments and your work as well as collect your thoughts before coming to see me. These
discussions may result in a decrease, increase, or no alteration in the score; however, the main goal is to promote and ensure your mastery of the material as well as analytical and writing skills.

The following description written by Professor Angela Castaneda will help you better understand the criteria for graded material:

“A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.”

Policies and Accommodations

*The syllabus is subject to change, and every effort will be made to notify you well in advance.

EXCUSED ABSENCES – Per university policy, students may be excused from class in order to observe religious or official University athletic obligations. Please contact me immediately about a possible excused absence in order that accommodations, if applicable, may be made.

ACADEMIC INTEGRITY POLICY – DePauw’s policy states that “cheating, plagiarism, submission of the work of others, etc. violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion.”

Please see the following link for more information about the university’s academic integrity policy. http://www.depauw.edu/handbooks/academic/policies/integrity/

A self-tutorial, which includes examples and a detailed explanation of plagiarism, can be found at http://www.indiana.edu/~istdl/ I strongly encourage you to visit this website in order to confirm your understanding of plagiarism.

STUDENT DISABILITY SERVICES – “DePauw University is committed to providing equal access to academic programs and University administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located at 101 E
Seminary St. 765-658-6267. It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”-quoted from Pamela Roberts’s Handbook on Academic Success & Student Disability Services

**ELECTRONIC DEVICES IN THE CLASSROOM** - In order to promote a distraction-free, learning environment, please keep all cell phones and other similar devices TURNED OFF throughout the duration of the class period. **During class, you may use a laptop to take notes for THIS class and to complete in-class activities for THIS class.** If you choose to use your laptop for any other purposes, you will no longer be able to bring a laptop to class for the remaining semester.
READINGS/TOPICS

Week 1

**Introduction: Pre-Colonial & Colonial Latin America**

Aug 22  Overview of geography & pre-colonial history


  - Why Latin America? Pg 3-13
  - The Colonial Foundations  Pg 14-27


Week 2

**Post-Colonial Latin America**

  - Independence for Latin America pg 27-41

  - National Identity Pg 3-16

**Library Presentation-please bring your laptops to class**

Aug 29  Fischer & Benson.  Broccoli and Desire Chapter 6 Beyond Victimization  pg139-157


**Sign-Up for Topics Presentations**

  - Strategies for Economic Development

Week 3

Race in Latin America

   The Meaning of ‘Race’ & ‘Ethnicity’ Pg 4-24

   Watch - Black in Latin America-Haiti and the Dominican Republic: An Island Divided
   (51:25 min) http://www.pbs.org/wnet/black-in-latin-america/featured/haiti-the-
   dominican-republic-an-island-divided-watch-full-episode/165/

Sept 5 Sheriff Dreaming Equality Intro + Chapter 1, 2  p1-58

Sept 7 Sheriff Dreaming Equality  Chapter 3 p59-84

Week 4

Race in Latin America

Sept 10 Sheriff Dreaming Equality Chapter 4, 5 pg 84-149

Sept 12 Sheriff Dreaming Equality Chapter 6  pg 150-184

Sept 14  Sept 17 Sheriff Dreaming Equality Chapter 7, 8  pg 185-233
   Response paper for Sheriff due

Week 5

Indigenous Peoples and Land Rights - Brazil

Sept 17 Hooker, Juliet. 2005. “Indigenous Inclusion/Black Exclusion: Race, Ethnicity, and

   Watch Brazil in Black and White. PBS Video
   http://www.pbs.org/wnet/wideangle/episodes/brazil-in-black-and-white/video-full-
   episode/2104/


   Turner, Terence & Vanessa Fajans-Turner. 2006. “Political Innovation and Inter-Ethnic
   Alliance: Kayapo Resistance to the Developmentalist State.” Anthropology Today
   22(5):3-10.

Sept 21– Sawyer Crude Chronicles Chapters Opening and Chapter 1  pg1-56
Week 6

**Indigenous Peoples and Land Rights - Ecuador**

Sept 24 Sawyer Crude Chronicles Chapters 2 and 3 pg 57-117

Sept 26 Sawyer Crude Chronicles Chapters 4 pg 118-148

Sept 28 Sawyer Crude Chronicles Chapters 5 pg 149-181

Week 7

**Indigenous Peoples and Land Rights - Ecuador**

Oct 1 Sawyer Crude Chronicles Chapters 6 and Closing 182-225

Oct 3 *Midterm Exam*


Week 8

**Gender in Latin America – Challenges facing Women**


*Interview paper due*

Week 9

Oct 15-19 - NO CLASS FALL BREAK

Week 10

**Health in Latin America – AIDS**


  Chapter 18 AIDS and Sorcery: Accusation in the Village pg193-207

  Chapter 19 AIDS and Racism: Accusation in the Center pg208-228
Chapter 20 AIDS and Empire: Accusation in the Periphery pg 229-243
Conclusion AIDS, Anthropology, and Cultural Critique pg 262-264

Circuits of Care pg 130-154

**Week 11**

**Religious Belief in Latin America**

Circuits of Care pg 155-174
Global Public Health pg 375-406


October 31 Royce, Anya Peterson. 2011. Becoming an Ancestor Preface + Chapter 1 and 2 pg 1-52

November 2 - Royce, Anya Peterson. 2011. Becoming an Ancestor Chapter 3 and 4 pg 53-98

**Week 12**

**Religious Belief in Latin America**

November 5 - Royce, Anya Peterson. 2011. Becoming an Ancestor Chapter 5 and 6 pg 99-136

November 7 - Royce, Anya Peterson. 2011. Becoming an Ancestor Chapter 7 and 8 pg 137-178

November 9 Royce, Anya Peterson. 2011. Becoming an Ancestor Chapter 9, 10, & Epilogue pg 179-210

*Response Paper for Royce due*

**Week 13**

**Future of Latin America – children in Brazil & Andes**

November 12 Hecht, Tobias. 1998. At Home in the Street: Street Children of Northeast Brazil.
Cambridge: University Press.
The Ephemeral Lives of Street Children Part I Pg 188-215
In-Class Video Showing - *Bus 174* (120 min, Cinemax)

Intro and Chapter 1 Pg 1-36
In-Class Video Showing - *Bus 174* (120 min, Cinemax)
Chapter 2 Pg 37-60
Virtual Class - Submit to Moodle a discussion question based on this reading or respond in complete sentences to a discussion question that has already been posted.

Week 14

**Future of Latin America – continued**

Chapter 3 & 4 Pg 61-104

Nov 21 – Thanksgiving Break – NO CLASSES

Nov 23- Thanksgiving Break – NO CLASSES

Week 15

**Future of Latin America - continued**

Chapter 5 pg 105-133

Chapter 6 and 7 pg 134-162

*Response Paper for Leinaweaver due*

Nov 30 CLASS PRESENTATIONS

Week 16

**Contemporary Issues Presentations**

Dec 3 CLASS PRESENTATIONS

*Contemporary Issues Paper due*

Dec 5 CLASS PRESENTATIONS

Dec 7 CLASS PRESENTATIONS

Week 17

**Final Exam – Dec 13 8:30-11:30am**