

ANTH 290B
Latin American & Caribbean Cultures

TR 10-11:30 Room AH 112

Course Syllabus

Spring 2013

Instructor: Audrey Ricke, audreyricke@depauw.edu
Office Hours: MW 10:00am-11:30am & 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
- 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*
Durham: Duke University Press.
- 2.) Royce, Anya Peterson
2011 *Becoming an Ancestor: The Isthmus Zapotec Way of Death*. Albany: SUNY Press.
- 3.) Sawyer, Suzana
2004 *Crude Chronicles: Indigenous Politics, Multinational Oil, and Neoliberalism in Ecuador*. Durham: Duke University Press.

4.) Sheriff, Robin

2001 Dreaming Equality: Color, Race, and Racism in Urban Brazil. New Brunswick: Rutgers University Press.

5.) Articles posted on E-Reserves

ASSIGNMENTS:

1. Participation	50pts	(10%)	
2. Topic Presentation+ Paper	50pts	(10%)	based on sign-up
3. Interview Project	75pts	(15%)	Due Feb 26
4. Contemporary Issue Paper	100pts	(20%)	
Topic & Bibliography	5pts		Due Feb 14
Paper	80pts		Due May 7
Presentation	15pts		May 2-9
5. Exams			
Midterm	100pts	(20%)	On March 19
Final	125pts	(25%)	On May 13
Total Points= 500 pts			

Please see Moodle for a **handout on how to write an essay** and the evaluation section in this syllabus for how assignments will be graded. These criteria apply to all of the assignments. It is your responsibility to ask any questions you may have about the assignment prior to its due date.

All out of class assignments:

- **must be 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. Unless prior arrangements are made, 10% will be deducted from the earned grade each day the paper is late.
- must be typed in 12pt Times New Roman or similar font with 1 inch margins.
- must include in-text citations and a reference cited page for any ideas, data, or other information that is not solely yours. It is your responsibility as a student to know what plagiarism is and to avoid it. I strongly suggest that you visit the links listed under plagiarism in the policy section of this syllabus.
 - All citations must follow the American Anthropological Association style guide which is found at http://www.aaanet.org/publications/style_guide.pdf.

1.) **Participation-** Contributions to class discussions are essential and will prepare you for the exams. Please read the assigned texts **before** the date they are scheduled to be discussed. Your participation grade is based on a written and an oral component.

Part I- Letters – Class discussion will be dismal at best if you do not come prepared and being prepared involves more than reading the article. You also must reflect on the article – how does it relate to what we have already read or a current event, strengths and weaknesses of the author’s arguments, additional questions that come to mind, etc.

In order to help you prepare for and develop your skills in thoughtful discussion, you will write a one-page double-spaced letter (approximately 250 words) about one of the week's readings that you choose. The letter is due on the day that the reading is discussed. Write a letter for Week 2, 3, 4, 6, & 10. You can NOT write a letter for the same day that you do your topic presentation.

Written Letter

- 5pts – majority is your own, original thoughts effectively using one of the approaches listed below
- 3pt- few of your own thoughts present; majority is summary of the reading or from past class discussions, the thoughts are incomplete-lacking explanation, or too tangentially related to the reading
- 0pt –late, or incomplete

Examples of possible approaches you could take in your letter are:

- comparison, such as how does this reading (author's approach, main points, key concepts) relate to what we have already read
- critique – strengths or weaknesses of the author's arguments, reflections on the author's biases or creative approach, questions that arise about the validity of the methods
- application – how does this argument or data provide a better understanding of current events, additional questions this work raises that needs to be addressed
- creativity – i.e. poetry inspired by reading with accompanying reflection

Note that these approaches require that you elaborate on your reasoning, which should involve incorporating examples and extend beyond a minor reference to the reading.

Part II Class discussion- You should contribute to class discussion as much as possible throughout the course. Your level and quality of engagement will be graded throughout the semester. Contributions should be meaningful in the sense of helping to advance the discussion of the topic and be grounded in the readings. This will require you to be actively listening to what others are saying and think about how you can build on or change the direction of the discussion to contribute your own, unique ideas. This portion of your participation grade is worth 25 points.

Examples of varying levels of participation from greatest to least:

- volunteers reflections on the week's readings that contribute a new idea or understanding, goes beyond a short comment on a daily basis
- volunteers a brief comment or gives a comment after being asked by the instructor or another student to respond once every week or two
- offers very few comments, absent, or disrupts class i.e. via leaving the classroom early, arriving late, making inappropriate comments, or using or having out any type of electronic device

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

This course focuses on contemporary issues and topics in Latin America and the Caribbean. In order to better understand how our readings connect to current events, each student will lead a 15 minute discussion of one of the assigned readings and a current event related to this topic. During week 2, you will sign up for one of the readings for the following topics: race,

indigenous rights, gender, health, religious belief, or child rights. Please follow the instructions below to complete the assignment. The assignment is due at the beginning of class on the day that you signed up to present.

- find a mainstream newspaper or magazine article related to the week's topic in Latin America or the Caribbean. It can be about a country in this region that we are not focusing on. (Keep in mind that short articles with few details may make it difficult to complete this assignment.)
- in order to help prepare you for your presentation, in a 1 to 2 double-spaced pages
 - write a summary of the news article (this part should be about 1/3 of your paper)
 - explain how it relates to the assigned reading (this should be about 1/3 of your paper)
 - critique the article based on what you have learned about Latin America and the Caribbean (this should be about 1/3 of your paper)
 - bring a hard copy of the newspaper or magazine article to class to turn in with your paper
- create and lead a discussion activity over the reading and your newspaper article. Be sure to turn in a written outline of the activity which includes the description of the activity, questions, and the answers.
 - one significant aspect of the discussion activity should ask students to connect the material from the newspaper article with the assigned reading
 - one significant aspect of the discussion activity should ask students to make connections among class readings – for example, this could take the form of comparisons, critiques, or application exercises.
 - please incorporate into your presentation a summary of the newspaper article that you found within your class discussion. Be sure to include sufficient details and background information

Discussion activities could be small group or whole class exercises, incorporate short video and music clips, feature discussion questions, etc. I encourage you to use the board and/or print out questions or instructions for the activities to hand-out in class in order to reduce confusion and help your fellow students take notes.

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.

- When preparing discussion questions, please note that asking generic questions, such as “How does this article relate to article x?”, does not fit the criteria for an A presentation as it lacks originality and does not illustrate that you have a command of the content within the article.

Practice and time your activity beforehand to insure that it is doable within the 15 min time frame. As you can see, the participation letters and class discussions leading up to your own presentation will prepare you to successfully create and lead discussion and help your fellow students successfully participate.

3.) **Interview Project-** This project is designed to provide you with hands-on experience in collecting ethnographic data. This will better enable you to understand and critique the methods in our readings.

What is the average American's view of Latin America and the Caribbean? Where do most Americans get their knowledge of Latin America and the Caribbean? In order to answer these questions, you will conduct interviews with 5 people and write a report of your findings, including a reflection on the methods. Follow the directions below. Please turn in a hard copy of your notes (these do not count toward the report's page limit) with your report in class on the due date. You only need to upload the report to Moodle. Be prepared to discuss your results in class.

What questions should I ask? Select one of the following topics that we will discuss in class: race, indigenous peoples, religion, health, children, economics, or politics and pick one to two Latin American or Caribbean countries that you want to focus on.

Write a total of 10 questions that will give you specific information about the knowledge the average American has on the topic and country you selected and the source of this information. We will go over in class tips on how to write interview questions. It is fine if the questions turn out to not be perfect. Part of this exercise is to reflect back on what did and did not work so it is expected that you may encounter some problems with some of your questions. As long as an honest effort is made in writing the questions and following the tips, you should be fine.

In addition to the 10 questions, ask several demographic questions, such as the person's sex, age, occupation, education, ethnicity, race, and the city where the person lives or grew up. You will use this demographic data to look for correlations among the answers you receive, such as more women than men are better informed about child rights in Brazil or more African-Americans compared to other racial groups had similar responses to a particular question about race. You will discuss and elaborate on these correlations in the report.

How should I conduct the interview? Interviews done in person often reveal additional information not available in written surveys. For this assignment, the interviews **MUST** be conducted in person and verbally. This means that you should **NOT** hand a person a survey or questionnaire and ask them to write out the answers, but rather you should ask them the questions and write down their responses. You may do a video interview over skype or other similar live video medium. If you have access to an audio recorder, you may also want to record the interview, given first the person's permission. Whether you use a recorder or not, you must take hand-written notes. This is an important practice for anyone who does ethnographic interviews. As any seasoned anthropologist will tell you, technology does not always work. Do not waste your interviewee's or your own time by relying solely on your memory or equipment.

Who can I interview? - To help you engage more in the Greencastle community and learn more about the presence of Latin America and Caribbean culture in the area, at least one of the five people that you interview must be a resident of Greencastle who is not a student or professor at DePauw University. You may interview people that you know. If possible, try to interview one person who has visited or lived in a Latin American or Caribbean country.

How should I write up the report? The report should be 3 pages double-spaced. The first half of the paper should be a summary of your results. You will use the data you collected to summarize the average American's knowledge of the topic in the country you selected and where their knowledge comes from. This is **NOT** a line by line statement of what each person said for each question. Rather, you should summarize the themes in the responses

and focus on a couple of the strongest or most surprising themes rather than try to include all of them. To discover these themes or correlations, look through your data for any patterns –such as people in one age group said this or received information from this source more than another age group. Be sure to include some specific examples from your interviews to back up your conclusions.

For the second half of your paper, reflect on your methodology. What worked well and why? What problems did you encounter in doing this assignment? How could you solve the problems? Since this is a pilot study, the sample size is not going to be representative. Do not worry about this, but rather focus on the issues you encountered, both positive and negative. Examples of incomplete explanations and solutions are “because I did/did not get the answers that I expected,” “because I would get longer responses”, “I would write different questions” and similar comments because they are too generic and really say very little about the problem and solution.

Your notes should be hand-written. You do not have to record every word, pause, or gesture of the person, but the notes must contain the person’s complete response to each question.

4.) 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.

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.

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 1- Bibliography – This assignment is to encourage you to start early on this project. Turn in a typed paper that lists

- the project you will be doing
- 4 academic journal articles outside of the course readings that are directly related to your chosen project. At least two of these sources must be by anthropologists.
 - see the handout on Moodle about how to find anthropological sources

- You must submit documentation confirming that the author is an anthropologist if the name of the journal in which the anthropological article(s) appears does not specifically contain anthropology in the title and it is not listed in AnthroSource.
 - This is specifically for your own benefit. Students commonly mistake articles that use interviews or involve “other” cultures as anthropology when the studies are actually by other social scientists. These are preventable mistakes.

Part 2- Paper: This paper is not a literature review or summary of studies that have been done on your selected topic. Rather, you should combine the research you collected in a creative and original manner to propose a logical solution. Include in the first part of your paper, a summary of the current situation and some of the historical factors that have led to the issue you are addressing. The majority of the paper should focus on the solutions you are proposing and should take into consideration the factors listed above (factors are listed in parentheses behind each project).

These are complicated issues so there is no easy or one correct solution. I do not expect you to solve the world’s problems with this one paper. Your paper will be evaluated in part on

- how well and accurately you discuss the issue and the solutions
- how well do you 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.
- how appropriately do your solutions fit the cultural, political, economic context?
- do you completely address all of the factors listed above for each project?
- how closely does the paper represent the evaluation criteria listed in the syllabus and handout on how to write an essay?

Part 3- 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.

5). **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:

	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59-0%
A 94%+	B 84-86%	C 74-76%	D 64-66%	
A- 90-93%	B- 80-83%	C- 70-73%	D- 60-63%	

Grades are NOT based on effort but on your command of the material, the originality of your work, how closely your work fulfills the requirements of the assignment, and how well-written it is. Your work should follow standard English writing conventions. This means that all of your papers should be well organized; include introduction and conclusion paragraphs, thesis statements, topic sentences; and contain few if any spelling or grammar mistakes. These are standard expectations that you will find at most if not all classes at DePauw and universities across the United States.

It is your responsibility as a student to keep asking questions until you understand the assignment or concepts in the course. I do NOT read minds and can only help you if you ask questions about material in class and during office hours/appointments. I want to help so please do your part and ask questions about what you do not understand.

Making mistakes is a part of learning. Please come see me in my office for 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 to discuss work no earlier than 48 hours and no later than 1 week after returning the work. This 48-hour waiting period is for your benefit and 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. **Please read all of my comments written throughout the document, not just the summary score at the top of the page.** Meetings to discuss grades may result in a decrease, increase, or no alteration in the score. The main goal is to promote and ensure your mastery of the material as well as your 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

ABSENCES & TARDINESS – 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, leaving during class and returning, or leaving early.

Per university policy, students may be excused from class in order to observe religious or official university athletic obligations. Please contact me in advance about possible excused absences in order that accommodations, if applicable, may be made. Proper documentation is required.

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.”

(<http://www.depauw.edu/files/resources/tipsplanningcoursesyllabi2.pdf>)

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/~istd/>. I strongly encourage you to visit this website in order to confirm your understanding of plagiarism. The university does NOT accept ignorance as a excuse.

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 laptops, cell phones, and other similar devices **TURND OFF** and **STORRD OFF YOUR DESK & LAP** throughout the duration of the class period.

Such electronic devices disrupt discussion; they are distractions that draw your attention away from your fellow students and my comments. If you choose to use or have out such devices, 5 points will be deducted from your participation score for each incidence.

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

READINGS/TOPICS

Week 1

Introduction: Pre-Colonial & Colonial Latin America

Jan 29 Overview of geography & pre-colonial history

Jan 31 Skidmore, T. Peter Smith, and James Green. 2010. *Modern Latin America*. 7th Ed. Oxford University Press.
Why Latin America? Pg 3-13
The Colonial Foundations Pg 14-27

Caballero, Paula L. 2008. "Which heritage for which heirs? The Pre-Columbian Past and the Colonial Legacy in the National History of Mexico." *Social Anthropology* 16(3):329-345

Week 2

Post-Colonial Latin America

Feb 5 – Skidmore, T. Peter Smith, and James Green. 2010. *Modern Latin America*. 7th Ed. Oxford University Press.
Independence for Latin America pg 27-41

Wade, Peter. 2000. *Music Race, and Nation*. Chicago: University of Chicago Press
National Identity Pg 3-16

Feb 7 Skidmore, T. Peter Smith, and James Green. 2010. *Modern Latin America*. 7th Ed. Oxford University Press.
Strategies for Economic Development pg 351-375

Jenkins. Rhys. 2010. "China's Global Expansion and Latin America." *Journal of Latin American Studies* 42(4):809-837

Sign-Up for Topics Presentations

Week 3

Race in Latin America

Feb 12 Wade, Peter. 2010. *Race & Ethnicity in Latin America*. 2nd ed. London: Pluto Press.
The Meaning of 'Race' & 'Ethnicity' Pg 4-24

Watch Outside of Class- 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/>

Feb 14 Sheriff Dreaming Equality Intro + Chapter 1, 2 p1-58

Bibliography & Choice for Contemporary Issue Paper Due

Week 4

Race in Latin America

Feb 19 Sheriff Dreaming Equality Chapter 3-5 pg 59-149

Feb 21 Sheriff Dreaming Equality Chapter 6 pg 150-184

Week 5

Indigenous People - Brazil

Feb 26 Sheriff Dreaming Equality Chapter 7, 8 pg 185-233

Interview Project due

Feb 28 Carvalho, George. 2000. "The Politics of Indigenous Land Rights in Brazil." Bulletin of Latin American Research 19(4):461-478.

Ramos, Alcida Rita. 1997. "The Indigenous Movement in Brazil: A Quarter Century of Ups and Downs." Cultural Survival Quarterly 21(2): 50-53.

Hooker, Juliet. 2005. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity, and Multicultural Citizenship in Latin America." Journal of Latin American Studies 37:1-26.

Week 6

Indigenous Peoples and Land Rights - Ecuador

March 5 Sawyer Crude Chronicles Chapters Opening and Chapter 1 pg1-56

March 7 Sawyer Crude Chronicles Chapters 2 and 3 pg 57-117

Week 7

Indigenous Peoples and Land Rights - Ecuador

March 12 Sawyer Crude Chronicles Chapters 4-5 pg 118-181

March 14 Sawyer Crude Chronicles Chapters 6 and Closing 182-225

Review for midterm – start looking over and studying your notes at least a week in advance and bring any questions you have about the material that we covered.

Week 8

Religion in Latin America

March 19 MIDTERM

March 21 Royce 2011. *Becoming an Ancestor* Preface + Chapter 1 and 2 pg 1-52

Week 9

March 26 & March 28 SPRING BREAK-NO CLASSES

Week 10

Religion in Latin America

April 2 Royce. 2011. *Becoming an Ancestor* Chapter 3 -7 pg 53-146

April 4 Royce. 2011. *Becoming an Ancestor* Chapter 8-10 Epilogue pg 147-210

Week 11

Gender in Latin America

April 9 Gates, Leslie. 2002. "The Strategic Uses of Gender in Household Negotiations: Women Workers on Mexico's Northern Border." *Bulletin of Latin American Research* 21(4):507-526.

Choudhury, Shonali. 2010. "'As prostitutes, we control our bodies': Perceptions of health and body in the lives of establishment-based female sex workers in Tijuana, Mexico." *Culture, Health & Sexuality* 12(6):677-689.

April 11 Murdock, Donna. 2003. "That Stubborn 'Doing Good?' Question: Ethical/Epistemological Concerns in the Study of NGOs." *Ethnos* 68(4):507-532.

Week 12

Health in Latin America

April 16- Farmer, Paul. 1990. "Sending Sickness: Sorcery, Politics, and Changing Concepts of AIDS in Rural Haiti." *Medical Anthropology Quarterly* 4(1):6-27

Benoît, Catherine. 2007. "The politics of Vodou: AIDS, access to health care and the use of culture in Haiti." *Anthropology in Action* 14(3):59-68

April 18- Biehl, J. 2007. *Will to Live: AIDS Therapies and the Politics of Survival* Circuits of Care pg 105-110; 130-174

Week 13

Future of Latin America

April 23 Biehl, J. 2007. *Will to Live: AIDS Therapies and the Politics of Survival* Global Public Health pg 375-406

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

April 25 Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
Intro and Chapter 1 Pg1-36

Week 14

Future of Latin America – continued

April 30 Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
Chapter 2-5 Pg 37-133

May 2 – Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
Chapter 6-7 pg 134-162

CLASS PRESENTATIONS START

Week 15

Contemporary Issues Presentations

May 7 CLASS PRESENTATIONS

Contemporary Issue Paper Due

May 9 CLASS PRESENTATIONS

Week 16

Final Exam – May 13 1-4pm