

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*
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: 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

1. Participation	50pts	(10%)	
2. Response Papers	60pts	(12%)	Due Sept 3 & 14; Nov 9 & 30
3. Topic Presentation	50pts	(10%)	based on sign-up
4. Interview Project	75pts	(15%)	Due Oct 12
5. Contemporary Issue Debate	100pts	(20%)	
Paper	80pts		Due Dec 3
Presentation	15pts		On Nov 30-Dec 7
Peer Evaluation	5pts		On Nov 30-Dec 7
6. Exams			
Midterm	80pts	(16%)	On Oct 3
Final	85pts	(17%)	On Dec 13
	Total = 500 pts		

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:

	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%	

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.”

(<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.

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 choice 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

Aug 24 Lucero, Lisa. 2002. "The Collapse of the Classic Maya: A Case for the Role of Water Control." *American Anthropologist* 104(3):814-826.

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

Aug 27 – 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

Library Presentation-please bring your laptops to class

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

Schneider, Nina. "Breaking the 'Silence' of the Military Regime: New Politics of Memory in Brazil." 2011. *Bulletin of Latin American Research* 30(2): 198-212.

Sign-Up for Topics Presentations

Aug 31 Skidmore, T. Peter Smith, and James Green. 2010. *Modern Latin America*. 7th Ed. Oxford University Press.

Strategies for Economic Development

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

Week 3

Race in Latin America

Sept 3 Wade, Peter. 2010. *Race & Ethnicity in Latin America*. 2nd ed. London: Pluto Press.
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 Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37:1-26.

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

Sept 19 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.

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*

Oct 5 Murdock, Donna. 2003. "That Stubborn 'Doing Good?' Question: Ethical/Epistemological Concerns in the Study of NGOs." *Ethnos* 68(4):507-532.

Week 8

Gender in Latin America –Challenges facing Women

Oct 8 Stølen, Kristi Anne. 1991. "Gender, Sexuality and Violence in Ecuador." *Ethnos* 56:82-100.

Oct 10 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.

Oct 12 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.

Interview paper due

Week 9

Oct 15-19 - NO CLASS FALL BREAK

Week 10

Health in Latin America – AIDS

Oct 22- Farmer, Paul. 1992. *Aids and Accusations*
Chapter 18 AIDS and Sorcery: Accusation in the Village pg193-207
Chapter 19 AIDS and Racism: Accusation in the Center pg208-228

Oct 24- Farmer, Paul. 1992. Aids and Accusations
Chapter 20 AIDS and Empire: Accusation in the Periphery pg 229-243
Conclusion AIDS, Anthropology, and Cultural Critique pg 262-264

Oct 26 – Biehl, J. 2007. Will to Live: AIDS Therapies and the Politics of Survival
Circuits of Care pg 130-154

Week 11

Religious Belief in Latin America

Oct 29 Biehl, J. 2007. Will to Live: AIDS Therapies and the Politics of Survival
Circuits of Care pg155-174
Global Public Health pg 375-406

Conklin, Beth. Introduction: Visions of Death in Amazonian Lives. The Latin American
Anthropology Review 5(2):55-56.

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

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

Week 12

Religious Belief in Latin America

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

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

Nov 9 Royce, Anya Peterson. 2011. Becoming an Ancestor Chapter 9,10, & Epilogue pg179-210

Response Paper for Royce due

Week 13

Future of Latin America – children in Brazil & Andes

Nov 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)

Nov 14 Leinaweaver, J. 2008. The Circulation of Children: Kinship, Adoption, and Morality in
Andean Peru. Durham: Duke University Press.

Intro and Chapter 1 Pg1-36
In-Class Video Showing - *Bus 174* (120 min, Cinemax)

Nov 16 Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
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

Nov 19 Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
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

Nov 26 Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
Chapter 5 pg 105-133

Nov 28 Leinaweaver, J. 2008. *The Circulation of Children: Kinship, Adoption, and Morality in Andean Peru*. Durham: Duke University Press.
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