

ANTH 3140: PEOPLES & CULTURES OF LATIN AMERICA (3 credits)

Instructor: Dr. Shane J. Macfarlan
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Office Hours: Mon & Wed 3-4 PM
Class Time: Mon & Wed 1:25-2:45 PM

Course description

Latin America is a fascinating world region that is home to tremendous cultural, linguistic, and biological diversity. Despite its great diversity, the peoples and cultures of Latin America have been shaped by the unifying experiences of colonialism and globalization. This class is an introduction to the peoples and cultures of Latin America, including Mexico, Central and South America, and portions of the US and Caribbean. The course will examine early settlement, population history, cultural adaptations, family and gender roles, religious ideology, political and economic systems, modern social changes, and contemporary Latin American issues. Emphasis is placed on dispelling stereotypic images, both past and present. Textbooks, supplemental readings, videos, interviews, and class discussion will shed light on local movements, sustainable development, poverty, gender inequality, health, and migration. An underlying theme is anthropological knowledge can be used to address contemporary Latin American issues. The course will be taught in Standard American English and no previous knowledge of Spanish, Portuguese, French, or other Latin American languages are required.

Bachelor Degree Requirement

This course meets the International (IR) requirement

This course addresses the following Essential Learning Outcomes: Inquiry and Analysis, Problem Solving, and Intercultural Knowledge and Competence.

Learning Outcomes

- 1) Identify & describe characteristics of cultural traditions outside of the dominant US American culture system.
- 2) Specify how colonialism and globalization processes affect Latin American peoples.
- 3) Employ anthropological approaches to highlight contemporary Latin American problems, such as poverty, gender inequality, environmental sustainability, and food security.
- 4) Analyze how Latin American and Caribbean ideas and behavior are shaped by local, regional, and international constraints and opportunities.
- 5) Assess how Latin American peoples and cultures influence or contribute to global cultural, scientific, or social processes.
- 6) Develop an understanding of how perspectives can change depending on cultural or historical contexts.

Texts:

Chavez, Leo R.

2013 *Shadowed Lives: Undocumented Immigrants in American Society*, 3rd Ed.
Wadsworth: Belmont, CA.

Quinlan, Marsha

2004 *From the Bush: The Frontline of Healthcare in a Caribbean Community*.
Thompson-Wadsworth: Belmont, CA.

Sanabria, Harry

2007 *The Anthropology of Latin America and the Caribbean*. Pearson: Boston, MA.

Evaluation

3 Quizzes (30 points each)	90 points	45%
Integrative Assignment	30 points	15%
Latin American/Caribbean Poverty Assignment	30 points	15%
Latin American Experience	30 points	15%
Participation	20 points	10%
TOTAL	200 points	100%

QUIZZES

The exams consist of multiple choice, true/false, definitions, and short answer questions.

Questions are based upon lectures, films, assignments, and classroom discussions. Make-ups are not allowed, except for instructor-approved excuses. You must contact me prior to missing an exam.

INTEGRATIVE ASSIGNMENT

The integrative assignment is a 1-page paper that links the concepts you learned in this course to your major (if you have one) or your life/career goals, and one current social issue facing Latin American peoples/cultures (e.g. immigration, economic inequality, racism). Students will locate their previous conceptions on the current social issue, identify potential causes for the social issue learned throughout the course, and highlight how their major or life/career goals might be applied to solve the issue. Furthermore, students will highlight the how concepts learned during the course has helped the student to differently view the problem space and grow as a global citizen. Details to be handed out in class.

LATIN AMERICAN POVERTY ASSIGNMENT

Students will be responsible for handing in a 1-page report that summarizes the state of poverty in Latin America, generally, and one country, specifically. Additionally, students should discuss how the experience of poverty affects choices Latin American peoples make concerning subjects such as labor, child mortality, migration, medicine/health, or environmental sustainability. Reflect on how your own particular experiences or context may cause you to see the world differently/similarly. Students will be responsible for gathering poverty related data from different sources, including the textbooks, course readings, and online databases. Useful databases for poverty statistics include:

- 1) UN International Human Development Indicators: <http://hdr.undp.org/en/data/profiles/>
- 2) Gap Minder: <http://www.gapminder.org/>
- 3) Nation Master: <http://www.nationmaster.com/index.php>

Details of the assignment will be handed out in class.

LATIN AMERICAN EXPERIENCE

Students will be responsible for participating in a Latin American experience. At a minimum, the experience will involve two components:

- 1) *Interview* an individual or group from an organization (university sponsored, non-governmental, etc.) that promotes Latin American/Caribbean cultural values, life-ways, and perspectives.
- 2) *Participate* in an activity sponsored by an organization that promotes Latin American/Caribbean cultural values, life-ways, and perspectives; or you may choose to participate in a culinary and film experience that promotes understanding of Latin American cultural values, life-ways, and perspectives (approved by me).

The interview should identify: 1) the organization you chose to examine and the reason it exists; 2) the major institutional/social obstacles this organization faces; and 3) activities/services the organization performs to promote community engagement. Following the interview/participation process, students will be responsible for handing in a 1-page document that summarizes the experience. Additional information will be handed out in class.

Additional Readings

Anemone, Robert L.

2011 The history of the race concept. In *Race and Human Diversity: A Biocultural Approach*, Pp.54-78.

Baegert, Johann Jakob.

1799 Of the character, nature, and customs of the Californians. In *Observations in Lower California*. Pp. 81-87. University of California Press: Berkeley, CA.
<http://ark.cdlib.org/ark:/13030/ft5r29n9xv/>

Crosby, Harry

1981 *Last of the Californios*. Copley Books: La Jolla, CA.

Kephart, Ronald

2012 Latin American and the Caribbean. In *Race and Ethnicity: The United States and the World*, 2nd Ed. R. Scupin (ed). Pp. 302-323. Pearson: New York.

Lewis, William

1993 *Soul Rebels*. Pp. 1-16. Waveland Press: Long Grove, IL.

Macfarlan, S.J., Remiker, M., and Quinlan, R.

2012 Competitive altruism explains labor exchange variation in a Dominican village. *Current Anthropology* 53(1): 118-124.

Macfarlan, S.J. and Lyle, H.

2015 Multiple reputation domains and cooperative behavior in two Latin American communities. *Philosophical Transactions of the Royal Society B*. 370:2015009.

Rouse, Irving

1992 *The Tainos*. Pp. 1-25. Yale University Press: New Haven, CT.

COURSE OUTLINE

Week	Primary Topics Covered and Reading Assignments
1	Aug 22: Course Introduction, Course Goals, Student Goals <ul style="list-style-type: none"> • Read: Sanabria Chapter 1 Aug 24: Intro to Cultural Anthropology & The Anthropology of Latin America <ul style="list-style-type: none"> • Read: Sanabria Chapter 2
2	Aug 29 Latin American Landscapes and Culture Areas <ul style="list-style-type: none"> • Read: Sanabria Chapter 3

	Aug 31: Society and Culture Before the Europeans <ul style="list-style-type: none"> • Read: Sanabria Chapter 4 • Read: Rouse (1992)
3	Sept 5: Labor Day NO CLASS Sept 7: Contact, Conquest, & Colonialism I Distribute Latin American Experience Assignment <ul style="list-style-type: none"> • Read: Baegert (1979)
4	Sept 12: Contact, Conquest, Colonialism, II <ul style="list-style-type: none"> • Video: Guns, Germs, and Steel (Part 2) • Video: End of Poverty (clip) Sept 14: Resistance <ul style="list-style-type: none"> • Video: Egalite for All • Read: Sanabria Chapter 5 • Read: Kephart: Chapter 13 Latin American and the Caribbean
5	Sept 19: Cultural Politics of Race & Ethnicity I <ul style="list-style-type: none"> • Read: Anemone Chapter 6: History of the Race Concept Sept 21: Cultural Politics of Race & Ethnicity II <ul style="list-style-type: none"> • Video: Race: Power of an Illusion • Read: Sanabria Chapter 6
6	Sept 26: Cultural Constructions of Gender & Sexuality <ul style="list-style-type: none"> • Read: Sanabria Chapter 7 • Lewis (1993) "Soul Rebels" Sept 28: Religion & Everyday Life
7	Oct 3: Quiz I <ul style="list-style-type: none"> • Read: Quinlan Chapter 2-3 Oct 5: Intro to Dominica and Bwa Mawego <ul style="list-style-type: none"> • Read: Quinlan Chapter 1 • Read: Sanabria Chapter 8
8	Oct 10: Fall Break NO CLASS Oct 12: Fall Break NO CLASS
9	Oct 17: Health & Illness <ul style="list-style-type: none"> • Video: Magic Death • Read: Quinlan Chapters 4-5 Oct 19: Disease, Illness, and Religion in Dominica <ul style="list-style-type: none"> • Read: Quinlan Chapters 6-7, 9
10	Oct 24: Dominican Health Care <ul style="list-style-type: none"> • Read: Macfarlan et al. 2012, 2015 (Study Site and Discussion sections) Oct 26: Dominican Labor, Gender, and Wellbeing <ul style="list-style-type: none"> • Due: Latin American Experience Assignment • Distribute Latin American and Caribbean Poverty Assignment
11	Oct 31: Quiz II <ul style="list-style-type: none"> • Read: Sanabria Chapter 10 Nov 2: Globalization I: World Systems and Inequality <ul style="list-style-type: none"> • Read: UN Development Program: Latin America and the Caribbean http://www.latinamerica.undp.org/content/rblac/en/home/regioninfo/

	<ul style="list-style-type: none"> • Read: UN SDGs http://www.latinamerica.undp.org/content/rblac/en/home/post-2015/
12	<p>Nov 7: Globalization II: Gender</p> <ul style="list-style-type: none"> • Video: Maquilapolis • Read: Crosby Chapters 1-2 <p>Nov 9: Cultural Geography of Baja California Sur I: Historical Perspectives</p> <ul style="list-style-type: none"> • Due: Latin American and Caribbean Poverty Assignment • Read: Crosby Chapter 3
13	<p>Nov 14: Cultural Geography of Baja California Sur II: Contemporary Peoples</p> <ul style="list-style-type: none"> • Distribute: Integrative Assignment • Video: Los Otros Californios • Read: Crosby Chapter 4 <p>Nov 16: Cultural Geography of Baja California Sur III: TEK</p> <ul style="list-style-type: none"> • Read: Chavez Introduction & Chapter 1
14	<p>Nov 21: Undocumented Immigrants in the US</p> <ul style="list-style-type: none"> • Read: Chavez Chapters 2-3 <p>Nov 23: Migration</p> <ul style="list-style-type: none"> • Video: PBS Frontline – Guatemala: In the Shadow of the Raid http://www.pbs.org/frontlineworld/rough/2009/07/guatemala_a_tal.html • Read Chavez Chapters 4-5
15	<p>Nov 28: Life as an Undocumented Immigrant</p> <ul style="list-style-type: none"> • Read: Chavez Chapters 6-7 <p>Nov 30: Networks, Families, & Cultural Adaptations</p> <ul style="list-style-type: none"> • Read: Chavez Chapters 8-9
16	<p>Dec 5: Incorporation</p> <ul style="list-style-type: none"> • Video: The Ballad of Esequiel Hernández • Due: Integrative Assignment <p>Dec 7: Quiz III</p>

Department and University Policies

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX

Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness (www.wellness.utah.edu; 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). ``Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.