

Peoples of Latin America

ANT3930/LAS3930

078B/07HC

Instructor: Dr. Rosana D. Resende
Class Meeting Times: W 7, F 6-7
Classroom: FLG 220

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Office Hours: Tu/W 11:00-12:00

Course Description:

Half a billion Latin Americans share the Western hemisphere with the U.S. and yet many Americans only know them through stereotypes reproduced in the media. Just who are the peoples making up this hazy region called Latin America? Are they as culturally homogeneous as *Univision* would have us believe? Or are their identities so varied as to invalidate labeling them under one umbrella term? What functions have these identities played in Latin American societies, and how have they influenced cultural, economic, and political developments? How have the intersections of these identities contributed to the emergence of new forms of identity that contribute to the rich diversity that is Latin America?

This course offers an introduction to Latin America's peoples by exploring different themes through an anthropological lens. We will explore what the cultural and historical continuities are that bring the region together, as well as the specific variations across the region and within nations, and even Latin Americans and their descendants in the U.S. Throughout the semester, we will attend to race, class, and gender as inequalities that are important dimensions for understanding social life and communities. whole, as well as its individual nations

Course Format: Classes will consist mainly of lectures and discussions. As the semester progresses, there will be an increased expectation for students to participate actively in the discussions and contribute to the course. There will also be films (both documentary and fiction) with some films shown in class and others put on reserve. Finally, occasionally, we will have guest lecturers presenting on topics related to course material. (There is no prerequisite for the course. However, it has been designed for upper level students and the degree of difficulty of the readings will reflect that.)

Course Objectives:

- ❖ To provide a broad introduction to Latin America's peoples, cultures, and customs
- ❖ To explore race, ethnicity, social class, and gender both as sites of inequality and resistance
- ❖ To understand how different contexts in the U.S. and Latin America have shaped contemporary race relations across the hemisphere
- ❖ To explore and critique the role of ideologies and stereotypes about national subjects
- ❖ To further student competence in international and social studies

Texts and Readings:

*****All reading is to be done prior to class for the day it is listed.*****

❖ **Required Texts**

- Sanabria, Harry. 2007. *The Anthropology of Latin America and the Caribbean*
- Wade, Peter. 2010. *Race and Ethnicity in Latin America*.
- Boudin, Chesa. 2009. *Gringo: Coming of Age in Latin America*.

❖ **Additional Readings:**

There will be additional readings made available through the e-Learning site on Sakai or online journals. These are noted on the syllabus or as TBD.

Course Evaluation:**Attendance and participation:**

Students must attend class regularly and participate actively in discussions. Any in-class work also counts toward this grade.

Homework: There will be occasional homework assignments throughout the semester that all students must complete.

Quizzes:

Rather than a midterm/final exam format, there will be multiple quizzes.

Book Critique:

Students will read *Gringo: Coming of Age in Latin America* and write a critical book review (1000 words.) Guidelines and grading rubric will be posted on Sakai.

Final Essay:

During the last class period, students will write out an essay answering a comprehensive question about the course. Students will be expected to tie analysis to course materials and discussions.

Grading

Attendance and participation:	20%
Homework:	20%
Quizzes:	25%
Book Critique	10%
Final Essay:	30%
Total:	100%

Grading Scale:

A 95-100 **A-** 90-94 **B+** 87-89 **B** 83-86 **B-** 80-82 **C+** 77-79 **C** 73-76 **C-** 70-72
D+ 67-69 **D** 63-66 **D-** 60-62 **E** 59 and below

INCOMPLETES: In accordance with UF policies, an incomplete may be assigned at the **discretion of the instructor** as an **interim** grade for a course in which:

- 1) the student has completed a major portion of the course with a passing grade, AND
- 2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
- 3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

Extra Credit: Students may earn up to an additional 3 points on their final average by submitting a Film Critique. **Guidelines:** Students are to watch one film or documentary related to course content and write a film review (600-800 words) that situates the film within a country/population study. Students may choose the film, but it is advisable to consult with the instructor. Reviews should not summarize the film content, but should offer a critical take (positive or negative) on the film, discuss it within the broader national or situational context, and *relate it to course content*.

COURSE POLICIES

CLASSROOM ETIQUETTE: During lectures and discussions, students are expected to behave as mature adults and treat one another (and the instructor) with respect. You are encouraged to express your opinions, even if these disagree with presented material; however, you must do so within reasonable bounds of accepted behavior.

ATTENDANCE: Class participation is an important part of your grade. While attendance is not mandatory, it will be impossible for you to get an "A" if you are repeatedly absent.

TARDINESS: Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. If you are late on the day you are to present a reading, *you will be deducted half credit for your presentation*.

TECHNOLOGY USE POLICY: Cellular phones must be silenced and *PUT AWAY* during class meeting times. Headphones or music players are not permitted in class. Laptops for note-taking are conditionally accepted provided this does not affect your (or your neighbors') ability to attend to the class. Students who are constantly being distracted by their personal devices will be asked to put these away or leave class for the remainder of the period. *INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS POLICY AT ANY POINT.*

LATE ASSIGNMENTS: Assignments must be handed in by the **BEGINNING** of class period. Students who are late to class or who miss class the day an assignment is due will receive a 25% deduction. **HOWEVER**, for students who are on-time and in class, an assignment may be handed in by the beginning of the following class

period **without penalty** (reading preparations excluded.) In other words, I'd rather have your work late and have you in class and attentive than have you miss any portion of class because you're trying to finish the assignment.

Any work received after the beginning of the subsequent class period will receive a 50% deduction. **NO WORK WILL BE ACCEPTED AFTER ONE WEEK.** If an assignment is due on a Wednesday, you have only until the following Wednesday at 1:55 to email or hand it in and receive partial credit.

THE COMPUTER ATE MY HOMEWORK: Problems with technology are not an acceptable excuse for late submission of your assignments. You **MUST** assume that technology will fail you at some point. You should not assume that everything will go smoothly when it comes to networks and computers. It is incumbent upon you to **PLAN AHEAD** and not leave your work for the last possible moment. When you email work to the instructor, copy yourself and make sure you receive the email and attachment, that you can open it, and that it is properly formatted.

MAKE-UP POLICY: There will be no make-up quizzes.

UNIVERSITY POLICIES:

Academic Honesty:

Anyone caught cheating on homework, quizzes, or papers (copying or plagiarizing) will receive an "E" grade, and be referred to the dean's office. For the University's policy on academic honesty, please visit

<http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3>

Students with disabilities:

Students with disabilities requiring classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor.

Course Outline

- Jan 11: Course overview and expectations
- Jan 13: Why Latin America?
Sanabria c. 1, 2
HOMEWORK DUE: **Stereotypes**. Collect 8-10 popular media examples that highlight stereotypes about Latin America, its inhabitants, or Latin@s in the U.S. Paste these images into one Powerpoint Slide and be prepared to discuss why you chose what you did.
- Jan 18: Pre-encounter societies
Sanabria, c. 3
- Jan 20: Conquest and Colonialism
Sanabria, c. 4
HOMEWORK DUE: **Columbus Day**. Once celebrated in all schools and many towns, Columbus Day is now a controversial "holiday." Conduct a brief investigation of this controversy online and write up a summary of viewpoints and your reaction. You must look up at least 4 sources—one may be a video—and include the URL for each, a 1-2 sentence description for each entry, and a 1-2 paragraph synthesis of viewpoints (including yours.)
- Jan 25: Gender and Gender Relations
Sanabria, c. 6
In-class essay
- Jan 27: Gender case studies
Reading TBD
Quiz
- Feb 1: Race and Ethnicity
Sanabria c. 6
Wade c. 1
- Feb 3: Race and Ethnicity
Wade c. 4, 5
HOMEWORK DUE: **News clipping**. Select a recent (2011-present) piece of news in Latin America about the topic for the day. Hand in the news article and a one paragraph reaction tying it to course content.
- Feb 8: **Discussion Café**—students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) thoughtful discussion questions. Students may be asked

to present any of these to the instructor, so make sure they are well articulated and reflect your true intentions.

- Feb 10: Religion and Religiosity
Sanabria c. 7
- Feb 15: Health and Folk Medicine
Sanabria c. 8
- Feb 17: Food and Food Cultures
Sanabria c. 9
QUIZ
- Feb 22: Globalization—perspectives
Sanabria c. 10
- Feb 24: Tourism and Trade
TBD
HOMEWORK DUE: Interview 6 people on questions relating to Tourism in Latin America. You will devise your own interview schedule, but most questions should be open-ended and the interview should last around 15 minutes. Write up the results in two paragraphs and include a table with your results.
- Feb 29: Poverty and Inequality
TBD
HOMEWORK DUE: News clipping. Select a recent (2011-present) piece of news in Latin America about the topic for the day. Hand in the news article and a one paragraph reaction tying it to course content.
- Mar 2: Labor
TBD
FILM: Maquilapolis
- March 3-11: SPRING BREAK, no classes
(Begin reading *Gringo*)
- Mar 14: **Discussion Café**—students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) thoughtful discussion questions. Students may be asked to present any of these to the instructor, so make sure they are well articulated and reflect your true intentions.
- Mar 16: Popular Culture

Sanabria c. 11

QUIZ

Mar 21: Violence and Security
Sanabria c. 12

Mar 23: The Rising Tide of Social Movements
Wade c. 6

Mar 28: Film or Guest Lecturer

Mar 30: Film or Guest Lecturer

Apr 4: People and the Environment
Reading TBD

GRINGO Book Critique Due.

Apr 6: Migration
TBD

HOMEWORK DUE: **News clipping.** Select a recent (2011-present) piece of news in Latin America about the topic for the day. Hand in the news article and a one paragraph reaction tying it to course content.

Apr 11: Migration cont'd
TBD

QUIZ

Apr 13: Latinos or Latin Americans?
TBD

Apr 18: Latin America's new global role
TBD (popular press)

Apr 20: Course wrap up and discussion

Apr 25: **FINAL ESSAY** (Bring a blue book or loose leaf paper)