

Anthropology 3354

Latin America: People, Places and Power

May Term 2015
M-F 9a-12p; 1-3p
Location: TBD

Professor Nia Parson

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Office Hours: By appointment

Office Location: Heroy Building, Room 414

COURSE OVERVIEW

This course covers the anthropology of the region designated as Latin America. It interrogates the concept of Latin America and the identities that adhere to being “Latin American” in contemporary contexts. Though the course calls into question the meaning of the concept of Latin America throughout the semester we will examine, through a variety of media, the political, economic, cultural, and social contexts that make up the space that we call Latin America. To do so, we will focus on the people and places that shape and are shaped by the nation-states, various language groups, gender, class, sexuality and power dynamics in local and increasingly global contexts. Agency and resistance in various countries, along with gender-based violence, gender ideologies and practices, migration and transnational economic arrangements, and neoliberal political and economic arrangements are important topics we will explore.

PROFESSOR BIOGRAPHY

Professor Parson, a full-time faculty member in the Department of Anthropology, developed and has taught this course multiple times, and students have reviewed the course highly. She has conducted research and published on intimate partner violence in Chile, where she lived for two years, and among Latin American immigrants in Dallas and New Jersey. In addition to other texts, students will read Professor Parson’s book, *Traumatic States: Gendered Violence, Suffering and Care in Chile* and will have the opportunity to engage with her in discussions of her firsthand experience with anthropological knowledge production.

SOME KEY BENEFITS OF THIS COURSE

- **Satisfies UC Pillar: Individuals, Institutions & Cultures (Level 2)**
- **Satisfies UC Proficiencies and Experiences:**
 - **Global Engagement**
 - **Human Diversity**
- **Greater understanding of a region closely tied to the US**

- **Appreciation for the cultural diversity of the region**
- **Critical knowledge of power relationships in the region**
- **Health-related topics are highlighted**
- **Field trip to Dallas Museum of Art and other Dallas sites to see how Latin American influences are culturally alive in Dallas**

REQUIRED TEXTS

Sanabria, Harry. 2007. *The Anthropology of Latin America and the Caribbean*.

Pearson.

Wentzell, Emily. 2013. *Maturing Masculinities: Aging, Chronic Illness and Viagra*.

Durham: Duke University Press.

Parson, Nia. 2013. *Traumatic States: Gendered Violence, Suffering and Care in Chile*.

Nashville: Vanderbilt University Press.

LEARNING OBJECTIVES

- 1) Students will be able to think critically about and discuss key moments in the historical contexts of contemporary Latin America.
- 2) Students will demonstrate an understanding of the development of anthropology in Latin America.
- 3) Students will be able to employ anthropological frameworks to discuss key social, economic and political issues in the region.

PILLARS

Pillar: Individuals, Institutions & Cultures (Level 2)

SLO 1: Students will be able to analyze different theoretical or interpretive perspectives in the study of individual, social, cultural, political, or economic experiences.

SLO 2: Students will be able to evaluate critically the research outcomes and theoretical applications in the study of individual, social, cultural, political, or economic experiences.

PROFICIENCIES

Proficiencies & Experiences: Global Engagement

SLO 1: Students will be able to demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the culture(s) being visited or studied.

Proficiencies & Experiences: Human Diversity

SLO 1: With respect to issues related to race, ethnicity, gender, or societies in the developing world, students will be able to demonstrate an understanding of the

historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

COURSE REQUIREMENTS AND GRADING

Quizzes (30%) No make-up quizzes given unless you have a well-documented and therefore excused absence. **All quizzes are cumulative.**

Final Exam (25%)

News Log (15%)

Choose one Latin American country and/or one topic in various countries that you will research throughout the course.

News Log Conceptual Requirements

- Collect 10 news articles on your topic.
- Your goal in each entry is to employ key conceptual tools you're learning in this course to analyze the social issue of your choosing as it appears in various media over the course of the semester.
- In each entry, you need to make a clear point of your own, by applying at least one reading from the course to your analysis of each news article.
- You need to *explain* to us *how* you are using the course materials to understand the news article.
- Why do you think this connection you're making is important?
- Use at least one different course reading in each entry.

Content Requirements

- 12-point, New York Times font, single-spaced, 1-inch margins.
- You must cite the author/page number of the course materials you are using.
- You may reference films, but these will not count as a course reading.
- You will collect a total of 10 news articles. Any deviation from this will result in 10 points off your final News Log grade.
- You may use any city/state/national/international news source. I encourage you to use international media, and I will accept a variety of international media. If in doubt, ask me for approval of your sources.

- *Carefully* follow the format of the sample news log on the next page.

SAMPLE NEWS LOG ENTRY (Please do one entry per page and number your pages. Your news log should be a total of 10 pages.):

“Even the Elite Hospitals aren’t Immune to Errors” *The New York Times* February 23, 2003. <http://www.nytimes.com/2003/02/23/us/even-the-elite-hospitals-aren-t-immune-to> (If no link is available, please submit a copy of the first page of the article.)

WRITE THE BODY OF THE PRECIS HERE. IT SHOULD BE A WELL-DEVELOPED AND WELL THOUGHT-THROUGH PARAGRAPH, OR MORE, IF YOU FIND IT NECESSARY.

Presentation (5%)

You will deliver a presentation where you inform the class what you learned in your news log project.

Reflection Paper on Field Trip (5%)

You will write a reflection paper on what you learned during our off-campus field trip to the Dallas Museum of Art, the Cathedral of the Virgin of Guadalupe, a local Botanica and a local Latin American restaurant. This should be about 5 pages, double-spaced and should reference both the field trip activities and meaningfully engage the readings for that day’s class period. How did what you learned on the field trip expand your views on course materials? What questions did these experiences raise for you? What insights or new connections emerged for you?

Participation (20%)

Participation in daily class discussions is an important component of this course. You will be expected to participate in daily discussions, each class meeting, in ways that demonstrate that you have done the reading for the day and have thoughtfully engaged it. You are expected to pay attention and to remain engaged throughout the class period.

Attendance Counts If you are absent with no valid, documented excuse please carefully consider that your final grade for the course may be reduced by up to a whole letter grade.

COURSE POLICIES

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

THE CONSTITUTION OF THE HONOR COUNCIL OF SMU

PREAMBLE AND DEFINITIONS We, the students of Southern Methodist University, with the approval of the Provost and the Dean of Student Life, establish the Honor Council to uphold the standards of academic integrity set forth in the Honor Code. Acts punishable under the code include, but are not limited to the following:

ACADEMIC SABOTAGE Intentionally taking any action which negatively affects the academic work of another student.

CHEATING Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

FABRICATION Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY Intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.

PLAGIARISM Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The general principles for all honest writing can be summarized briefly. Acknowledge indebtedness:

1. Whenever you quote another person's actual words.
2. Whenever you use another person's idea, opinion, or theory, even if it is completely paraphrased in your own words.
3. Whenever you borrow facts, statistics, or other illustrative material - unless the information is common knowledge.

Plagiarism also encompasses the notions of citing quotations and materials from secondary sources that were not directly consulted in the preparation of the student's work, and copying the organizational and argumentation structure of a work without acknowledging its author.

COURSE SCHEDULE

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| THURSDAY, MAY 14: WHAT IS “LATIN AMERICA”? |
| Course Introductions |
| <ul style="list-style-type: none">• Sanabria, Ch. 1-3 |
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| FRIDAY, MAY 15: HISTORIES OF LATIN AMERICA |
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| Conquest, Colonialism and Resistance |
| <ul style="list-style-type: none">• Sanabria, Ch. 4 |
| <ul style="list-style-type: none">• <i>When Worlds Collide [electronic resource] : The Untold Story of the Americas after Columbus</i> / Public Broadcasting Service (U.S.). New York, N.Y.: Films Media Group [2011] c2010. (90 min.) http://proxy.libraries.smu.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=11297&xtid=44458 |
| <ul style="list-style-type: none">• QUIZ 1: MAP and READING QUIZ |

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| MONDAY, MAY 18: RACE, RACIALIZATION AND RESISTANCE |
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| <ul style="list-style-type: none">• Sanabria, Ch. 5 |
| <ul style="list-style-type: none">• <i>Brazil in black and white [electronic resource]: skin color and higher education</i> / WNET (Television station : New York, N.Y.) New York, N.Y. : Films Media Group, [2007], c2007. 58 min. http://digital.films.com/PortalPlaylists.aspx?aid=11297&xtid=38827 |
| <ul style="list-style-type: none">• Capoeira |
| <i>Northeast Brazil: Globe Trekker</i> |
| http://digital.films.com/PortalViewVideo.aspx?xtid=50465# |
| <i>Ecuador: the Indigenous Woman</i> |
| http://digital.films.com/PortalViewVideo.aspx?xtid=7025 |
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| QUIZ 2 |

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| TUESDAY, MAY 19: SEX, GENDER, SEXUALITY |
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| <ul style="list-style-type: none">• Sanabria, Ch. 6 |
| <ul style="list-style-type: none">• Gutmann, Matthew. 2007 [1996]. <i>The Meanings of Macho: Being a Man in</i> |

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| <i>Mexico City.</i> |
| Berkeley: University of California Press. pp. 1-32 |
| <ul style="list-style-type: none"> • <i>Mexico: Rebellion of the Weeping Women</i> http://digital.films.com/PortalViewVideo.aspx?xtid=7024 |
| <ul style="list-style-type: none"> • <i>The Mexicans: Through their Eyes</i> http://digital.films.com/PortalViewVideo.aspx?xtid=40840 |
| QUIZ 3 |

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| WEDNESDAY, MAY 20 SEX, GENDER, SEXUALITY |
| QUIZ 4 |
| Wentzell, Emily. 2013. <i>Maturing Masculinities: Aging, Chronic Illness, and Viagra in Mexico</i> . Durham: Duke University Press. Introduction AND Ch. 1-3 |

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| THURSDAY, MAY 21: HEALTH, ILLNESS AND SOCIAL RELATIONS |
| <ul style="list-style-type: none"> • Wentzell, Emily. 2013. <i>Maturing Masculinities: Aging, Chronic Illness, and Viagra in Mexico</i>. Durham: Duke University Press. Ch. 4-5, Conclusion • Sanabria, Ch. 8: Health and Illness |
| <i>Macho</i> [videorecording] / director and producer, Lucinda Broadbent. New York: Distributed by Women Make Movies, 2000. (26 min.) IDD 06052 |
| QUIZ 5 |

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| FRIDAY, MAY 22: HUMAN SUSTENANCE: ART, POPULAR CULTURE, SPIRITUALITY AND FOOD |
| <ul style="list-style-type: none"> • Sanabria, Ch. 7: Religion and Everyday Life • Sanabria, Ch. 9: Food and Culture • Sanabria, Ch. 11: Popular Culture |
| <i>Ecuador: the Indigenous Woman</i> http://digital.films.com/PortalViewVideo.aspx?xtid=7025 |
| Field trip to Dallas Museum of Art, Cathedral Shrine of the Virgin of Guadalupe, Botanica and Latin American Restaurant |

MONDAY, MAY 25 NO CLASS, MEMORIAL DAY

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| TUESDAY, MAY 26 VIOLENCE, POWER, RESISTANCE |
| <ul style="list-style-type: none"> • Sanabria, Ch. 12: Violence, Memory, Striving for a Just World • Parson, Prologue and Ch. 1-3 |
| Documentary: <i>Battle for Chile</i> |
| QUIZ 6 |
| FIELD TRIP REFLECTION DUE |

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| WEDNESDAY, MAY 27: VIOLENCE, POWER, RESISTANCE |
| <ul style="list-style-type: none"> • Parson, Ch. 4-7 |
| QUIZ 7 |

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| THURSDAY, MAY 28: GLOBALIZATION |
| QUIZ 8 |
| <ul style="list-style-type: none"> • Sanabria, Ch. 10: Globalization • <i>Harvest of empire[videorecording]: the untold story of Latinos in America</i> / Onyx Films, EVS Communications and Loquito Productions present ; in association with Getzells Gordon Productions ; directed by Peter Getzels & Eduardo López ; produced by Wendy Thompson-Marquez & Eduardo López. Onyx Media Group ; [s.l.] : EVS Communications, c2012. (93 min.) Theol. Video 208 |
| <ul style="list-style-type: none"> • Holmes, Seth M. 2007. Oaxacans Like to Work Bent Over: The Naturalization of Social Suffering Among Berry Farm Workers. <i>International Migration</i>. 45(3): 39-68 • GUEST SPEAKER |

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| FRIDAY, MAY 29: WRAP-UP |
| <ul style="list-style-type: none"> • STUDENT PRESENTATIONS • FINAL EXAM • NEWS LOG DUE |

For Further Viewing

Banana Wars [electronic resource] : Global Fury Over a Humble Fruit / Illegitimate defense. New York, N.Y. : Films Media Group, [2010], c2008. (52 min.)
<http://digital.films.com/PortalPlaylists.aspx?aid=11297&xtid=41172>

Special circumstances [videorecording] / Tunnel Productions presents in association with Katahdin Foundation a film by Marianne Teleki & Héctor Salgado ; directed & produced by Marianne Teleki ; co-directed & co-produced by Jennifer Maytorena Taylor ; written & edited by Shirley Thompson. Harriman, N.Y.] : New Day Films, c2006. (73 min.) (Chilean coup, etc.)

Threads of hope [electronic resource] / Canamedia (Firm)
New York, N.Y. : Films Media Group, [2007], c1997.
(51 min.)<http://digital.films.com/PortalPlaylists.aspx?aid=11297&xtid=6549>

Conquest and colony [electronic resource] / Films for the Humanities & Sciences (Firm)
New York, N.Y. : Films Media Group, [2007], c2008. (47 min.)
<http://digital.films.com/PortalPlaylists.aspx?aid=11297&xtid=37452>

The Korubo people of Amazonia [electronic resource] / New Atlantis (Firm)
New York, N.Y. : Films Media Group, [2006]
<http://digital.films.com/PortalPlaylists.aspx?aid=11297&xtid=34155>

Soccer stories [videorecording] : historias de futbol / Kalikrates, Roos Films presentan ; producer, Andres Honorato ; director, Andres Wood. Los Angeles, CA : Terra Entertainment, [2006] 87 min. [IDD 02152](#)