



ANTHROPOLOGY 3200: LATIN AMERICA
FALL 2018
T/R 3:30-4:50
Life A419

INSTRUCTOR: April Bass
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OFFICE HRS: M/W 10-11a & 2-3p; T/R 11a-12p & 2-4p
OR BY APPOINTMENT (call or email to schedule)

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OFFICE HRS: TBA
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COURSE INFORMATION

Course Description: This course introduces human pre-history, dynamic forms of colonialism, and distinct yet integrated cultural histories and present practices of Latin America & the Caribbean. The goals of the course include: exploring the long-term effects of early conquest and more recent economic colonization, building an awareness of historical and contemporary social, religious, and economic interaction of peoples within Latin America & the Caribbean, and understanding how Latin American & Caribbean states/territories currently impact the global economic market.

Learning Objectives:

1. You will learn basic vocabulary pertaining to anthropology of Latin America and the Caribbean.
2. You will demonstrate awareness of the ongoing and dynamic effects of historical and neo-colonization.
3. You will be able to provide specific examples of how social & economic power impacts various marginalized peoples in Latin America and the Caribbean.
4. You will be able to describe thematic historical and contemporary lifeways of dominant culture groups in Latin America and the Caribbean.
5. You will be able to critically evaluate ways in which Latin American and Caribbean nations/territories participate in an increasingly transnational globe.
6. You will develop practical skills for college/career, including:
 - a. Critical analysis of appropriate scholarly articles.
 - b. Development and presentation of original academic research.
 - c. Integration of external resources into your coursework for learning enrichment.
 - d. Collaboration and open dialogue with course colleagues.

TEXTBOOK INFORMATION

1. Sanabria, Harry (2017). *Cultural Anthropology: Tribes, States, & the Global System*. (6th ed.). Lanham, MD: Rowman & Littlefield.
2. Additional readings posted on Canvas

CLASSROOM INFORMATION

How to succeed in this course:

- *Come to class:*
 - I care about your success, and we will be able to get to know you better if you make yourself familiar.
 - We do have a primary text; however, our class time will include additional information.
 - I will be posting skeleton PPTs after each class as study guides, but they won't have everything you'll get from being in class.
 - We will be doing more than just lecture in class. If you miss class, you'll miss active learning!
 - The films we watch in class will be included on quizzes & exams.
- *Be active on Canvas:* You are expected to check Canvas on a regular basis for important course-relevant information (e.g., announcements, course documents). In addition, I will be posting a lot of extra information on our modules for the week about topics we're covering in class that you can use for assignments or for your own enjoyment.
- *Every class is a community:* Get to know your community members, share resources, study together, collaborate. Most situations are more feasible and more enjoyable with a network of colleagues.
- *Get in touch:* Visit office hours before you actually think you *need* them. During your college career, use all of your IAs, TAs, and professors as valuable resources. Get to know them – engage and make the most of your college experience.
- *Use campus resources:* I'm getting to know these as well. Let's share! If you've never done so, start by visiting the Learning Center in Sage Hall for a workshop (<http://learningcenter.unt.edu/learning101>).

Expectations:

- **Engagement.** Asking questions is a great way to learn! If you have a question, you won't be the only person with that same question, so help me support you by asking in class, after class, through email – whatever you're most comfortable with.
- **Consideration.** Technology is great! Please just don't let yours disrupt your classmates.
- **Civility.** Thought-provoking discussions are essential. So is mutual respect for our fellow humans in our classroom and for the cultural groups we will be exploring.

ADA Accommodations: For anyone seeking ADA accommodations, please bring me your official “request” letter during the first week of class. In addition, let's meet early during the semester and often to make sure that this course is offering all possible steps to maximize your learning and engagement with the material.

In-class participation: During most class periods, we will have opportunities for you to earn participation points through engaging with the lecture/discussion in various ways. If you miss a class, those points are not redeemable.

Interacts: *Interacts* are a way for you to engage dynamically with the topics we're covering. Over the course of the semester, you'll have ten (10) *Interacts* to complete - one per week excluding weeks we have either quizzes or exams. On Canvas, I have included some initialisms and portmanteaus along with their descriptions to get you started; however, I'm open to great ideas from you as well!

Article Reviews: Part of your college career is becoming familiar with finding, reading, and understanding scholarly articles. Using library research tools (e.g., search and/or database functions), find two (2) articles that are both relevant to what we're covering and interesting to you. After selecting and reading an article, write a summary of the article (500 words) and your critical reaction to it (500 words).

Paper: Regardless of your future career, written communication – including being able to adequately research a topic, formulate an argument, and provide supporting evidence – will be part of it. However, I realize that not all of you will be inclined to become published authors in your future lives, so I want to give you some flexibility, so that you can personally tailor the practically applicable skills you get from this class. You will be responsible for writing eight (8) pages this semester, but you may divide those pages into two 4-page papers if you can't narrow down a research topic, or if two shorter papers will serve your personal goals or time constraints better.

Paper slam: Part of research and writing is sharing your findings, and your course colleagues, your IA and I will all be excited to hear/see what you have found in your research! At the end of the semester, each of you will present one PPT slide that you have developed and explain your research in 60-90 seconds.

Quizzes: Four (4) online quizzes, reviewing the Introduction, and Units 2, 3, and 4, will help you prepare for your Exams. These quizzes will be open-book/open-note with multiple attempts allowed and are meant to support you in your studying process.

Mid-term/Final: There are two (2) major exams for this class, both of which are take-home exams. The focus of these exams will be critical thinking/analysis. Structure: short-answer and essay questions. Timeframe: one week. **PLEASE NOTE:** you are allowed to use any in-class resources for these exams; however, the use of outside resources is *not* allowed.

Evaluation:

In-class participation	10%	100 pts
Interacts	20%	200 pts (20 pts each)
Article reviews	8%	80 pts (40 pts each)
Paper	10%	100 pts
Paper slam	7%	70 pts
Quizzes	10%	100 pts (25 pts each)
Exams	35%	350 pts (150 pts/200 pts)
Totals	100%	1,000 pts

DATES TO REMEMBER

Interacts due: Mon, Sept. 10 Mon, Oct. 22
 Mon, Sept. 17 Mon, Nov. 5
 Mon, Sept. 24 Mon, Nov. 19
 Mon, Oct. 8 Mon, Dec. 3

Quizzes due: Wed, Sept. 12 Wed, Nov. 21
 Wed, Nov. 7 Wed, Dec. 5

Article reviews due no later than: Wed, Dec. 5

Paper due no later than: Tues, Nov. 20

Paper slam: Week 15 (Dec. 4 & 6)

Mid-term due: Wed, Oct. 10

Final exam due: Wed, Dec. 12

READING/TOPIC SCHEDULE

Wk#	Topic	Day (Date)	Readings/Activities
Introduction			
1	Course orientation; Key course concepts	Tues (Aug., 28)	No readings
		Thurs (Aug., 30)	<i>Sanabria</i> : pg. 6 (beginning of section) - pg. 15 (end of section) & VIDEO
2	Places, spaces, & demographics	Tues (Sept., 4)	<i>Sanabria</i> : pg. 17 - pg. 28 (end of section)
		Thurs (Sept., 6)	<i>Stephen</i> : Reconceptualizing Latin America (Canvas)
Unit 1: Indigeneity & Conquest			
3	Human pre/early history	Tues (Sept., 11)	<i>Sanabria</i> : pg. 52 (begin new section) - pg. 70 (end of section)

		Thurs (Sept., 13)	<i>Soto Labbé: Wrinkled Places (Canvas)</i> <i>Hofman et al: Indigenous Caribbean Perspectives (Canvas)</i>
4	Conquest & colonization(s)	Tues (Sept., 18)	<i>de la Casas: In defense of the Indians (Canvas)</i>
		Thurs (Sept., 20)	<i>Sanabria: pg. 85 (begin new section) - pg. 95 (end of section)</i> <i>Restall: Spanish Conquest Revisited (Canvas)</i>
5	Early resistance	Tues (Sept., 25)	<i>Sanabria: pg. 95 (begin new section) - pg. 107 (end of section)</i>
		Thurs (Sept., 27)	<i>Ozuna: Rebellion & Anti-colonial Struggle in Hispaniola (Canvas)</i>
6	Revolutions & nation building	Tues (Oct., 2)	<i>Pérez: Anthropology & Post-conflict (Canvas)</i>
		Thurs (Oct., 4)	<i>Bolívar (Podcast): In our time (Canvas)</i> <i>Somma: Party Systems & Insurgency Levels (Canvas)</i>
Unit 2: Identity Politics			
7	"Race" & -ism	Tues (Oct., 9)	<i>Sanabria: pg. 110 (begin new chapter) - pg. 129 (end of section)</i>
		Thurs (Oct., 11)	<i>Schwartz-Marín & Wade: Explaining the Visible & Invisible (Canvas)</i>
8	Ethnicity & Movements	Tues (Oct., 16)	<i>Sanabria: pg. 130 (begin new section) - pg. 145 (end of chapter)</i> <i>Valenzuela & Bélen Unzueta: Ethnic Identification in Mixed Couples (Canvas)</i>
		Thurs (Oct., 18)	<i>Vogt: Indigenous Movements & Ethnic Inclusion (Canvas)</i>
9	Gender & gendered roles	Tues (Oct., 23)	<i>Sanabria: pg. 146 (begin new chapter) - pg. 168 (end of section)</i>
		Thurs (Oct., 25)	<i>Mollett: Irreconcilable Differences (Canvas)</i>
10	Sexuality & violence	Tues (Oct., 30)	<i>Sanabria: pg. 168 (begin new section) - pg. 179 (end of chapter)</i> <i>Galeano Sánchez: Mobilizing, Negotiating, Surviving (Canvas)</i>
		Thurs (Nov., 1)	<i>Corrales: Politics of LGBTQ (Canvas)</i>
Unit 3: Religion & Lifeways			
11	Syncretism & religious pluralism	Tues (Nov., 6)	<i>Sanabria: pg. 181 (begin new chapter) - pg. 206 (end of section)</i>
		Thurs (Nov., 8)	<i>Hughes & Cantos Machado: Spirits, Bodies & Structures (Canvas)</i>

12	Health & healing	Tues (Nov., 13)	<i>Sanabria</i> : pg. 228 (begin new section) - pg. 241 (end of section)
		Thurs (Nov., 15)	<i>Khalil Thalji & Yakushko</i> : Indigenous Women (Canvas)
Unit 4: Global & Environmental Interests			
13	"Globalization" & exploitation	Tues (Nov., 20)	<i>Cantamutto & Ozarow</i> : Serial payers, serial losers (Canvas) <i>Wainright & Zempel</i> : Colonial roots of forest extraction (Canvas)
		Thurs (Nov., 22)	National Food Day (No Class)
14	Transnationalism & Sustainability	Tues (Nov., 27)	<i>Pedroza & Palop-García</i> : Grey area between nationality & citizenship (Canvas)
		Thurs (Nov., 29)	<i>Delgado-Serrano et al</i> : Community-based management (Canvas)
Conclusions & Review			
15	Paper slam & Review		
		Tues (Dec., 11)	FINAL EXAM 1:30-3:30

PLEASE NOTE: THIS SYLLABUS & SCHEDULE MAY BE MODIFIED AS NEEDED DURING THE SEMESTER. IF AND WHEN MODIFICATIONS ARE MADE, YOU WILL BE NOTIFIED IN A TIMELY MANNER IN CLASS & THROUGH CANVAS.

Official statement: UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Official statement: According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.