

## ANLS 238: Culture, Conflict, and Change in Latin America

Prof. Jacqueline Lyon

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Office Hours: Mon. 2PM-4PM or by Appt.

### Course Introduction

Over 400 million Latin Americans share a common language, but the region's racial, ethnic, geographical, and cultural diversity complicates a singular continental identity. This course surveys the anthropological scholarship on the diverse lifeways in Latin America and the Caribbean. Images and texts drawn from distinct locales considers how contrasting anthropological perspectives from the region's peoples, histories, and contemporary challenges. Of particular concern are the ways legacies of colonialism shape both Latin America and anthropology. Additional topics of interest include indigenous and Afro-Latinx resistance and expression; immigration, transnationalism, and deportation; sex, gender, and sex work. This course begins by examining the shared colonial origins of modern anthropology and modern Latin America. In this first section, we will consider the politics of ethnographic representation, anthropological authority, and the project of decolonizing anthropology. In the section that follows, we examine the lasting legacy of the colonial racial systems emplaced during the colonial period. How has the Latin American state attempted to construct post-colonial institutions and identities in the aftermath of slavery, genocide, and white supremacy? How are ordinary citizens employing diverse forms of cultural expression to shape these projects? Finally, we will focus on how individuals occupy multiple social locations at once through an examination of gender, class, sexuality, and citizenship.

### Course Objectives

By the end of the course, students should be able to:

- appreciate the diversity of Latin American cultures.
- understand contemporary Latin American problems and strategies to solve them.
- recognize how distinct methods and perspectives in anthropology have shaped knowledge of the region.
- complete an original research project about Latin America.

### Required Materials

*Available in the Bates College Bookstore:*

Perry, Marc D. 2016. *Negro Soy Yo: Hip Hop and Raced Citizenship in Neoliberal Cuba*. Durham, NC: Duke University Press.

All other required materials will be available through the course's Lyceum page.

### Grading and Major Assignments

*Critical questions (3 pts. each)* Each class meeting you will be required to bring in at least one critical question related to that day's required materials. Critical questions should demonstrate higher level thinking skills (per handout), demonstrate a profound engagement with course materials, and be thoughtful and original. These will be turned in to the professor at the end of each meeting.

*Attendance and Participation (50 pts)* (See course policies)

*Map Quiz (10 pts)* For this in-class quiz, you must correctly identify at least 20 different countries/territories in Central America, South America, and the Spanish-Speaking Caribbean.

*Film/Event/Album/Current Event Review and Presentation (30 pts)* **Sign-up for due date.** You will write a short (2-3 page double-spaced) review of a film, event, musical album or current event related to Latin America and the Caribbean. These reviews should draw connections between the chosen event or film and a minimum of two course readings. If focusing on a current event, students should draw on at least two distinct sources of information. Films can be either fictional or documentary but both albums and films must be produced in Latin America. These reviews should consider how and if the materials reinterpret historical trends in the region, how their context relates to other locations within Latin America and beyond, and the perspective and position of the author. The professor will regularly notify students of relevant campus events. The professor will select exceptional reviews to be posted on the course forum with the author's permission. The Ladd library has a variety of films and albums available for check out. A sign-up sheet will be distributed in class.

*Mid-Term Paper (100 pts)* A 5-6 page paper synthesizing the materials and topics discussed in the first half of the course. Detailed assignment instructions will be posted to Lyceum in advance of the due date.

*Annotated Bibliography (25 pts)* A compiled list of five references you will use for your final paper. For each citation, include a 3-4 sentence description of its main argument, methodology, how it relates to your paper's thesis, and its relation to your other references.

*Class Lecture (50 pts)* Groups of students will work together to lead one class discussion during the term. Students will be provided a rubric for grading in advance of the assignment.

*Paper Draft (50 pts)* You will bring a draft of your final research paper (5 page minimum) to be peer-reviewed in class. In this draft, you should demonstrate a clear thesis, draw connections between multiple course themes, and have begun to integrate outside materials.

*Paper Presentations (50 pts)* During the last two classes, students will present the findings of their final research papers to the class.

*Final Paper (200 pts)* Throughout the term, you will research and write an 8-10 page paper about a topic in Latin America and the Caribbean of your choosing. All students are required to schedule an appointment with the professor to discuss their topic by Friday, October 27<sup>th</sup>. A grading rubric will be posted on Lyceum in advance of the due date.

*Late Policy* With the exception of reading responses, the map quiz and the paper draft, all assignments can be submitted after the due date with a penalty of one letter grade for each day it is late. Please contact the professor if you need any special accommodations or extensions.

## **Course Policies**

In this class we will engage difficult, complex, and at times, uncomfortable topics through discussion and interaction. In order to foster an environment where everyone can learn we must ensure that everyone participates. Students are discouraged from using electronic devices unless absolutely necessary. If a student is utilizing chat or checking social media during class they will be banned from using such devices.

Moreover, students are expected to contribute to the construction of an inclusive classroom. This means both in terms of respecting your peers' opinions, gender, race, religion, and ethnic presentations, and keeping in mind that we are reading and talking about real people's experiences and lives in this course. However, this course is designed to engage questions about power, privilege, and inequality that require critical commentary. You will be expected to question the perspective of the authors, the professor, yourself, and your peers. However, your critiques should be geared toward promoting learning and dialogue.

## **Resources**

While I am always available for additional help and questions, there are several resources on campus to help you succeed in this course and others. If you have any concerns about the accessibility of the course content and assessments you can contact me and the Office of Accessible Education <http://www.bates.edu/accessible-education/> to arrange accommodations.

The Academic Resource Commons <https://www.bates.edu/academic-resource-commons/> provides drop-in hours for doing homework and scheduled tutoring sessions.

The Writing and Speaking Center provides writing specialists you can contact to schedule an appointment or ask a question about writing.

The Office of Intercultural Education <https://www.bates.edu/oie/#connect-with-us> offers resources for LGBTQ students, first-generation college students, and students of color.

If you have any mental health needs or just having a bad day, you can make an appointment with Counseling and Psychological Services here: <https://www.bates.edu/counseling-psychological-services/>.

Also, me! Stop by my office hours for any questions or concerns you may have about class, your college experience, or life in general.

## **Course Calendar**

*Subject to change. Check Lyceum for updates.*

**Wed. Sept. 5 – Introduction**

**Fri. Sept. 7 – Why Latin America?**

Skidmore, Thomas E. et al. 2010. "Why Latin America?" In *Modern Latin America*, 3-13. New York, NY: Oxford.

Mácha, Premysl and Eloy Gómez-Pellón. 2014. "Introduction: Otherness in Latin American History and Anthropology." In *Masks of Identity: Representing and Performing Otherness in Latin America*, 1-8. Newcastle, UK: Cambridge Scholars Publishing.

### **Mon. Sept. 10 – Born in Blood and Fire**

Chasteen, John Charles. 2016. *Born in Blood and Fire: Latin American Voices*, 15-57. New York, NY: Norton.

Timeline of Key Events, 1325-2010

<https://library.brown.edu/create/modernlatinamerica/wpcontent/uploads/sites/42/2012/08/Timelineof-Key-Events.pdf>

Calle 13. "Latinoamérica." YouTube. <https://www.youtube.com/watch?v=rA2FAVRAO2Y>.

### **Wed. Sept. 12 - The Idea of Latin America**

Pages x-xx and 1-22.

Mignolo, Walter D. 2006. *The Idea of Latin America*, Malden, MA: Blackwell Publishing.

Galeano, Eduardo. 1973. "Introduction." *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, 1-4. New York, NY: Monthly Review Press.

### **Fri. Sept. 14 – Noble Savages**

Shusher, Sven. 2018. "The world's fairs as spaces of global knowledge: Latin American archaeology and anthropology in the age of exhibitions." *Journal of Global History*, 13: 69-93.

In Class Viewing: *The Couple in the Cage: A Guatinaui Odyssey*. 2010. Directed by Coco Fusco and Paula Heredia. Chicago, IL: Video Data Bank.

### **Mon. Sept. 17 – Confronting Anthropological Ethics**

Bourgois, Phillippe. 1990. "Confronting Anthropological Ethics: Ethnographic Lessons from Central America." *Journal of Peace Research* 27 (1): 43-54.

Abu-Lughod, Lila. 1991. "Writing Against Culture." In *Recapturing Anthropology: Working in the Present*, 137-154. Santa Fe, NM: School of American Research.

### **Wed. Sept. 19 – Panethnic Identities?**

Itzigsohn, Jose, and Carlos Dore-Cabral. 2000. "Competing Identities? Race, Ethnicity and Panethnicity Among Dominicans in the United States." *Sociological Forum* 15 (2): 225–47.

## **Part II: Colonial Residues: Identities and Inequalities**

### **Fri. Sept. 21 – Race-ing Toward Independence**

#### **MAP QUIZ**

De la Fuente, Alejandro. 2011. "Racial Order or Racial Democracy?: Race and the Contending Notions of Cubanidad." In *A Nation for All: Race, Inequality, and Politics in Twentieth Century Cuba*, 23-53. Chapel Hill, NC: University of North Carolina Press.

### **Mon. Sept. 24 – Race, Boderlands, and Dispossession**

Rosas, Gilberto. 2012. "Low-Intensity Reinforcements: Cholos, Chúntaros, and the 'Criminal' Abandonments of the New Frontier." In *Barrio Libre: Criminalizing States and Delinquent Refusals of the New Frontier*, 73-88. Durham, NC: Duke University Press.

Anzaldúa, Gloria. 1987. "*La consciencia de la mesiza: A New Consciousness*" In *Borderlands/La Frontera: The New Mestiza*, 75-86. San Francisco, CA: Aunt Lute Press.

### **Wed. Sept. 26 – Indigeneity, Rights, and Racial/Cultural Difference**

Hooker, Juliet. 2005. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37 (2): 285-310.

### **Fri. Sept. 28 – Negro Soy Yo**

"Introduction" 1-28.

### **Mon. Oct. 1 – Negro Soy Yo Cont.**

Chapter 1 "Raced Neoliberalism: Groundings for Hip Hop" 29-56.

### **Wed. Oct. 3 – Negro Soy Yo Cont.**

Chapter 2 "Hip Hop Cubano: An Emergent Site of Black Life" 57-90.

### **Fri. Oct. 5 - Negro Soy Yo Cont.**

Chapter 3 "New Revolutionary Horizons" 91-134.

### **Mon. Oct. 8 – Columbus Day//Dia de La Raza**

Krohn-Hansen, Christian. 2001. "A tomb for Columbus in Santo Domingo. Political cosmology,

population, and racial frontiers.” *Social Anthropology* 9(3): 165-192.

In Class: Pelo Malo. 2013. Directed by Mariana Rondón. Caracas, Venezuela, Sudaca Films.

**Wed. Oct. 10 - Negro Soy Yo Cont.**

Chapter 4 “Critical Self-Fashionings and Their Gendering” 135-170.

In Class: Pelo Malo. 2013. Directed by Mariana Rondón. Caracas, Venezuela, Sudaca Films.

**Fri. Oct. 12 – Negro Soy Yo Cont.**

Chapter 5 “Radical Challenges and the State” 171-198.

**Mon. Oct. 15 – Diasporic Blackness and International Connections**

Smith, Christen A. 2016. “Palimpsestic Embodiment.” In *Blackness, Violence, and Performance in Brazil*, 155-176. Urbana, IL: University of Illinois Press.

**FALL BREAK**

**Part III: Migration, Gender and Rights**

**Mon. Oct. 22 – Meeting with Research Librarian in Ladd Library  
MID-TERM PAPER DUE**

**Wed. Oct. 24 – Mobilizing Intersectionality**

Scheper-Hughes, Nancy. 1989. “Death Without Weeping: Has poverty ravaged mother love in shantytown Brazil?” *Natural History*: 8-16.

**Fri. Oct. 26 – The Other Side of Sex Positivity**

Goldstein, Donna M. 2013. “Partial Truths, or the Carnivalization of Desire.” In *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*, 226-258. Berkeley, CA: University of California Press.

**Mon. Oct. 29 – What’s wrong with sex work?**

Cabezas, Amalia. 2009. “Daughters of Yemayá and Other Luchadoras.” In *Economies of Desire: Sex and Tourism in Cuba and the Dominican Republic*, 112-138. Philadelphia, PA: Temple University Press.

Kulick, Don. 1996. “Causing a Commotion: Public Scandal as Resistance Among Brazilian Transgendered Prostitutes.” *Anthropology Today*, 12 (6): 3-7.

Watch: Dólares de Arena. Dir. Amelia Gúzman and Israel Cárdenas.

### **Wed. Oct. 31 – Necropolitics**

Magaña, Rocio. 2011. "Dead Bodies: The Deadly Display of Mexican Border Politics." In *A Companion to the Anthropology of Embodiment*, Ed. Frances Mascia-Lees.

Listen: "The Strange Death of José de Jesús" 2017. Latino USA.  
<http://latinousa.org/josedejesus>

### **Fri. Nov. 2 – Migrating Sexualities**

Annotated Bibliography Due

Decena, Carlos Ulises. 2011. "Moving Portraits." In *Tacit Subjects: Belonging and Same-Sex Desire Among Dominican Immigrant Men*, 41-66. Durham, NC: Duke University Press.

### **Mon. Nov. 5 – Gender, Race, and the Deportation Regime**

Golash-Boza, Tanya and Pierrette Hondagneu-Sotelo. 2013. "Latino immigrant men and the deportation crisis: A gendered racial removal program." *Latino Studies*. 11(3): 271-292.

### **Wed. Nov. 7 – Archaeologies of Crossing**

De León, Jason; Cameron Gokee and Ashley Schubert. 2015. "'By the Time I Get to Arizona': Citizenship, Materiality, and Contested Identities Along the US–Mexico Border." *Anthropological Quarterly* 88 (2): 445-480.

### **Fri. Nov. 9 – Deported**

Coutin, Susan Bibler. 2016. "Exiled Home Through Deportation." In *Exiled home: Salvadoran transnational youth in the aftermath of violence*, 129-165. Durham, NC: Duke University Press.

### **Mon. Nov. 12 – Sanitary Citizenship**

Nading, Alex M. 2014. "Patrons, Clients, and Parasites." In *Mosquito Trails: Ecology, Health, and the Politics of Entanglement*, 88-119. Berkeley, CA: University of California Press.

### **Wed. Nov. 14 – South-South Migration**

Sawyer, Mark Q. and Tianna S. Paschel 2008. "'We Didn't Cross the Color Line, The Color Line Crossed Us': Blackness and Immigration in the Dominican Republic, Puerto Rico, and the United States." *Du Bois Review*. 4 (2): 303-315.

Watch: Cristo Rey Trailer. <https://youtu.be/xizolp1ONhU>.

### **Fri. Nov. 16 – NO CLASS**

## **THANKSGIVING BREAK**

**Mon. Nov. 26 – Paper Drafts Due – In-Class Peer Review**

**Wed. Nov. 28 – Transnationalism**

Berg, Ulla. 2015. "Remote Sensing: Structures of Feeling in Long-Distance Communication." In *Mobile Selves: Race, Migration, and Belonging in Peru and the U.S.* New York, NY: New York University Press.

**Fri. Nov. 30 - Class Choice**

**Mon. Dec. 3 – Class Choice**

**Wed. Dec. 5 – Student Presentations**

**Fri. Dec. 7 – Student Presentations**