

**ANTH 211: Peoples of Latin America**  
**Fall 2014**  
**Tu Th 10-11:15 am**  
**Crown Center 114**

**Dr. Ben Penglase**

Dept of Anthropology  
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**Office hours:** Tues and Thurs 4-5  
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**Course description and goals:**

This course offers an anthropological overview of the major cultures and cultural regions of contemporary Latin America. Our inquiry will be centered on four ethnographic case studies: Zapotec women in Mexico; music, race and religion in Brazil; a Mayan village after conflict in Guatemala; and Mexican migration to the U.S. These case studies reveal the specificities and particularities of particular cultures, while also illustrating broader regional topics.

The class will emphasize the diversity and commonalities within Latin America, and we will critically evaluate the broader historical and political context within which our case studies are situated. Students will be encouraged to deepen their knowledge about the daily lives of people in Latin America, while becoming critically aware of their own assumptions about Latin America. The overall goal is for students to understand the basic cultural processes that led to the formation of the socio-political landscape of contemporary Latin America.

**Required reading:**

Dwight Heath, ed. *Contemporary Cultures and Societies of Latin America*. Waveland Press (3rd edition), 2001.

Beverly Newbold Chiñas. *La Zandunga: Of Fieldwork and Friendship in Southern Mexico*. Waveland Press, 1992.

John Burdick, *The Color of Sound: Race, Religion and Music in Brazil*. New York University Press, 2013.

Jennifer Burrell, *Maya After War: Conflict, Power and Politics in Guatemala*. University of Texas Press, 2013.

Sam Quiñones. *Antonio's Gun and Delfino's Dream: Truer Tales of Mexican Migration*. University of New Mexico Press, 2008.

Additional readings (see schedule below): available on Sakai

## Assignments and Grading:

- two in-class exams (definitions and short essays): 25 points each (50 total)
- one final exam (longer essays): 30 points
- class participation: 20 points, includes:
  - o short in-class essays: 10 points
    - To encourage class discussion, I will assign six short in-class response papers on the readings. To complete these assignments, students must have done the reading. Questions will be handed out in class, and students who are not present will not be able to complete the assignment. Each short essay will be worth 2 points, and students will be able to drop their lowest score.
  - o class participation: 10 points

## Grade scale:

100-92: A	89-88: B+	79-78: C+	69-68: D+	59-0: F
91-90: A-	87-82: B	77-72: C	67-62: D	
	81-80: B-	71-70: C-	61-60: D-	

**Deadlines and due dates:** Deadlines for all tests and assignments are absolute. No make-up exams will be given without prior notification that you cannot attend class that day, and written verification (e.g., doctor's excuse) documenting why you could not attend.

**Class etiquette:** students must be considerate of their peers and respectful of the opinions of others. Arriving to class late or leaving early is disruptive and disrespectful to your fellow students. Behavior in class that disrupts fellow students is also strongly discouraged (i.e. turn off cell phones, no text messaging in class, no checking out facebook.com, etc.)

**Communication:** will occur via the Sakai website and via the student's Loyola email address.

**Academic integrity:** It is the student's responsibility to fully understand Loyola's policies on cheating, plagiarism and other forms of academic misconduct. Please read your Undergraduate Catalog on Academic Integrity, or see:

[www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml).

It is mandatory for professors to report any form of academic dishonesty to the Dean's Office. This will minimally result in a grade of 0 for the assignment, but could lead to failure of the entire course and possible expulsion from the university. It is expected that students will abide by the highest standards of academic integrity, and no forms of cheating will be tolerated.

**Contacting me:** If you are having problems with the class, or simply want to discuss the class material, please do not hesitate to come speak to me during my office hours. I am also available during other times, but you should email me to make sure that I'll be in my office.

**Suggestions for success in this class:** Class will supplement, but not duplicate, the readings. It is expected that students will be prepared to discuss the material assigned for that day. If you do not attend class, do not do the reading, or attempt to complete all the readings the day before an exam, it is unlikely that you will be successful in this class.

## FALL 2014 SEMESTER SCHEDULE

### **Week 1: Introducing Latin America: Why study it, and how?**

Tuesday, August 26: why study Latin America?

- Recommended: Thomas Skidmore and Peter Smith, "Why Latin America?" in Heath, *Contemporary Cultures and Societies of Latin America*.

Thursday, Aug 28: where is Latin America? How can we study it?

- Michael Kearney, "Borders and Boundaries of State and Self," in Heath

### **Week 2: Ethnography of and in Latin America: approaches, obligations?**

Tues, September 2: what kinds of obligations do anthropologists have?

- Kenneth Kensinger, "An Experiment in Cross-Cultural Communications," and Jeffrey Ehrenreich, "Worms, Witchcraft and Wild Incantations," in Heath.

Thur, Sept 4: what is ethnographic fieldwork?

- Beverley Chiñas, Chapters 1 and 2, *La Zandunga: of Fieldwork and Friendship in Southern Mexico*.

### **Week 3: Historical Legacies and Socio-Economic Contexts**

Tues, Sept 9: how has history shaped relations of power?

- George Foster, "The Dyadic Contract in a Mexican Village," and Eric Wolf, "Aspects of Group Relations in a Complex Society" in Heath.

Thur, Sept 11: Socio-cultural effects of global economic ties

- Blenda Femenías, "Ethnic Artists and the Appropriation of Fashion," and Stanley Brandes, "The Day of the Dead as Mexican National Symbol," in Heath.
- film: excerpts from "Chul stes bil lum qui' nal"

### **Week 4: First ethnographic case: Chiñas on gender in Mexican Zapotec society**

Tues, Sept 16: women's roles and social status

- Beverley Chiñas, *La Zandunga* (read Chapters 4-7)
- film: excerpts from "Blossoms of Fire"

Thur, Sept 18: kinship, conflict and peace-keeping

- Chiñas, *La Zandunga* (read Chapters 10-13).

### **Week 5: Macho men and first exam**

Tues, Sept 23: changing men in urban Mexico

- Matthew Gutmann, "The Meanings of Macho," in *Situated Lives*. (on Sakai)

Thur, Sept 25: **FIRST EXAM**

## **Week 6: Religion and Race**

Tues, Sept 30: religion and world view

- Eric Canin, "Minguito, Managua's Little Saint," and Sidney Greenfield, "The Pragmatics of Conversion" in Heath

Thur, October 2: race and identity

- Peter Wade, "Race in Latin America," in Deborah Poole, ed. *A Companion to Latin American Anthropology* (on Sakai)

## **Week 7: Second case study: Burdick on Race, Religion and Music in Brazil**

Tues, Oct 7: no class, Fall break

Thur, Oct 9: race and racism in Brazil

- John Burdick, *The Color of Sound: Race, Religion and Music in Brazil*. (read Introduction)

## **Week 8: Burdick (continued)**

Tues, Oct 14: music and identity in Brazil

- Burdick, *The Color of Sound* (read Chapter 1: We are the Modern Levites)

Thur, Oct 16: hip-hop and gospel in Brazil

- Burdick, *The Color of Sound* (read *either* Chapter 2: We are all one in the periferia, *or* Chapter 4: A voice so full of pain and power)

## **Week 9: Second exam and the U.S. in Latin America**

Tues, Oct 21: **SECOND EXAM**

Thur, Oct 23: The United States in Latin America

- Beverley Chiñas, "Market Vendors vs Multinationals" and Abigail Adams, "Gringas, Ghouls and Guatemala," in Heath.

## **Week 10: Poverty and violence**

Tues, Oct 28: analyzing the effects of poverty

- Oscar Lewis, "The Culture of Poverty," and Nancy Scheper-Hughes, "Death without Weeping" in Heath

Thur, Oct 30: the Maya during and after armed conflict

- Jennifer Burrell, *Maya After War: Conflict, Power and Politics in Guatemala* (read Chapter 1: War and *La Violencia* in Todos Santos)

## **Week 11: Third case study: Burrell on Maya after conflict in Guatemala**

Tues, November 4: understanding silences

- Burrell, *Maya After War* (read Chapter 3: Histories and Silences)

Thur, Nov 6: post conflict fiestas and “gangs”

- Burrell, *Maya After War* (read Chapter 5: After Lynching and Chapter 6: Death and Life of a Rural Marero)

### **Week 12: Activism and Social Movements**

Tues, Nov 11: Human rights activism in Guatemala OR Gangs in El Salvador

- Victoria Sanford, “Breaking the Reign of Silence: Ethnography of a Clandestine Cemetery,” in *Human Rights in the Maya Region* (on Sakai) *or*
- Elana Zilberg: “Fools Banished from the Kingdom: Remapping Geographies of Gang Violence between the Americas.” *American Quarterly*, 56(3): 759-779 (on Sakai)

Thur, Nov 13: global social movements and indigenous identity

- Beth Conklin, “Body Paint, Feathers and VCRs: ... Amazonian Activism,” in Heath
- film: excerpts from “Owners of the Waters” or “Kayapo: Out of the Forest”

### **Week 13: Fourth case study: Quinones on Mexican migration to the U.S.**

Tues, Nov 18: Mexican migration in historical and socio-cultural context

- Sam Quinones. *Antonio’s Gun and Delfino’s Dream* (read Introduction, Delfino I,)

Thur, Nov 20: impact of migration on Mexico

- Quinones, *Antonio’s Gun* (read The Tomato King, and Delfino II)
- film: excerpts from “The Other Side of Migration”

### **Week 14: Delfino’s journey continues (Quinones)**

Tues, Nov 25: migration’s impact on the U.S.

- Quinones, *Antonio’s Gun* (read Atolinga and Delfino III; recommended: Soccer Season in Kansas).

Thur, Nov 27, no class: Thanksgiving

### **Week 15: Learning from Latin America**

Tues, December 2

- Beverly Chiñas, “Chpt 16: 1981-2” and “Chpt 17: 1990” in *La Zandunga*.
- Joseph Bastien, “The Healing Touch of Love,” in Heath

Thur, Dec 4: no class, Dr. Penglase at American Anthropology Association meetings

**FINAL EXAM: Tuesday, December 9, 1:00-3:00 pm**