
ANTH 421 (LEC01)
Contemporary Latin American Society
GFC Hours 3-0
Winter 2024

Prerequisite(s): ANTH 321

COURSE DESCRIPTION

Latin America is typically described as one of the most diverse, yet unequal regions of the world. This divergence can be traced back to historical sociopolitical and territorial processes that have shaped the region's current development challenges. Since the colonial period, Latin America's natural resources have been exploited to serve global markets, leading to various social consequences for both rural and urban populations. Different development models have been implemented in post-colonial countries, ranging from modernization to the rise of the pink tide and the promise of inclusive development. However, longstanding social injustices and economic issues remain prevalent, including unfair distribution and access to benefits, land dispossession, civic mobilization, ecological degradation, and the growth of informal and illegal economies. This course examines the dynamics, current trends, and implications of contemporary Latin America societies.

Students will be able to critically evaluate and compare various materials offered in class. We draw on examples and cases to expand our understanding of selected and complex issues in the anthropological study of contemporary Latin America. This course is primarily experiential and reading-intensive, with different opportunities to participate and write about learning.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. Upon completion of this course, students should be able to:

- Understand and get familiar with the key issues, theories and debates that are shaping current Latin American society.
- Critically reflect upon the roll-out of neoliberalism and the rise of progressive left movements in Latin America

- Conceptualize and engage with key complex issues in Latin America
- Employ knowledge, arguments, and methodologies for discussing contemporary Latin American society challenges.
- Implement data collection, critical and reflective analyses, as well as writing and oral communication methods to present arguments and results.

READINGS AND TEXTBOOKS:

Required readings from the relevant literature as indicated in the Schedule – links provided on D2L.

REQUIRED TECHNOLOGY and EQUIPMENT:

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Broadband internet connection

COURSE REQUIREMENTS AND ASSESSMENT

1- News critique presentation: 15%

Individually, students will look for a newspaper article and critically analyze a contemporary Latin American society news story linked to the course themes. News critique presentations will be between Jan 16th - Mar 21st. More details will be discussed in class.

2. Mid-term Exam #1: 30%

Short answers and multiple choice. All materials in-class and in the readings up to and including February 8th will be covered. Exam is closed book on February 15th.

4- Mid-term Exam #2: 15%

Short answers and multiple choice. All materials in-class and in the readings between Feb 27th and Mar 21th (inclusive) will be covered. Exam is closed book on Mar 28th.

5- Group Presentations: 20%

Students will be organized into groups and present on a topic of choice approved by the instructor. All group members will receive the same grade based on a grading rubric which will be posted on D2L. More details will be discussed in class. Group presentations will be between Apr 2nd - Apr 9th.

6- Peer review: 5%

Each group will act as peer reviewers for another group, asking informed questions and offering constructive criticism. Peer review will be done the same day of the presentations.

7 – Guest lecture or Film reflection essay: 15%

Individually, students write a 900-word reflection based on a guest lecture of choice or on a film screened in class. The essay-style reflection should summarize the talk or the film **and** critically

reflect on its content with the support of the course material. More details to be discussed in class. Due April 11th (upload to D2L before midnight).

Notes: Late assignments will be penalized by 10% per day.

All written assignments should be uploaded to D2L, unless otherwise instructed

Only pens, pencils and erasers are allowed in the mid-term tests. No other materials or devices are allowed.

Deferred midterms will be essay style.

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Missed examinations/tests cannot be made up without the approval of the instructor. Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It is at the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup exam may differ significantly (in form and/or content) from a regularly scheduled exam. Once approved by the instructor a makeup exam must be written within two weeks of the missed exam on a day/time scheduled by the instructor.

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

*****Please note that no extra credit or 'make up' work is available in this class**
You do not need to pass each course component to earn a passing grade in the class***

Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Acknowledgment and Respect for Diversity

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

UNIVERSITY POLICIES

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be

tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE*

*Schedule/readings subject to change at the discretion of the instructor

Date	Topic	Required Readings
T Jan 9	Introduction to the Course	
R Jan 11	Latin America Developmental Approaches: Modernization and Dependency	<p>Kay, C. (2019) Modernization and dependency theory. In: The Routledge Handbook of Latin American Development (1st ed.) Cupples, J., Palomino-Schalscha, M., & Prieto, M. (Eds.). Routledge. pag: 15-28. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315162935</p> <p>Bresser-Pereira, L. C. (2011). From the National-Bourgeoisie to the Dependency Interpretation of Latin America. <i>Latin American Perspectives</i>, 38(3), 40–58. https://doi.org/10.1177/0094582X10391064</p> <p><u>Optional:</u> PODCAST: Reassessing Development: Past and Present Marxist Theories of Dependency and Periphery Debates Part I and Part II https://youtu.be/whr2QQpcWKU?si=M-Hp6pvvNCleOpdh</p>
T Jan 16	Neoliberalism	<p>Perreault, T., & Martin, P. (2005). Geographies of neoliberalism in Latin America. <i>Environment and Planning. A</i>, 37(2), 191–201. https://doi.org/10.1068/a37394</p> <p>Rodriguez, J. P. (2021). The politics of neoliberalism in Latin America: dynamics of resilience and contestation. <i>Sociology Compass</i>, 15(3). https://doi.org/10.1111/soc4.12854</p>
R Jan 18	Neoliberal Multiculturalism	<p>Hale, C. R. (2019). Neoliberal Multiculturalism. In: The Routledge Handbook of Latin American Development (1st ed.) Cupples, J., Palomino-Schalscha, M., & Prieto, M. (Eds.). Routledge. pag: 75-86 https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315162935</p> <p><u>Optional:</u> Richards, P. (2010). Of Indians and Terrorists: How the State and Local Elites Construct the Mapuche in Neoliberal Multicultural Chile. <i>Journal of Latin American Studies</i>, 42(1), 59-90. doi:10.1017/S0022216X10000052</p>

T Jan 23	The Pink Tide	<p>Veltmeyer, H. (2020). In the vortex of social change. In: Buen Vivir and the Challenges to Capitalism in Latin America (pp: 11-27). Routledge. https://doi.org/10.4324/9781003091516</p> <p><u>Optional:</u> Patrick Clark & Antulio Rosales. (2023) Broadened embedded autonomy and Latin America's Pink Tide: towards the neo-developmental state. Globalizations 20:1, pages 20-37.</p>
R Jan 25	Social Movements	<p>Munck, R. (2020). Chapter 1: Introduccion. In: Social Movements in Latin America: Mapping the Mosaic, McGill-Queen's University Press (pp 1-14). ProQuest Ebook Central, https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6370274.</p> <p>Payne, L (2023).The Right against Rights in Latin America: An Analytical Framework. In: The right against rights in Latin America. (pp 30-57).). Oxford University Press.</p> <p><u>Optional:</u> VIDEO: Unbridled greed and growth - Challenging global corporations. https://www.youtube.com/watch?v=_wip-HzeXBU&ab_channel=DWDdocumentary</p>
T Jan 30	Indigenous Movements	<p>Rice, R. (2012) Chapter 1: Social Protest in Regional Perspective. In The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era, University of Arizona Press, 2012. (pp 3-18) ProQuest Ebook Central, https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3411845.</p> <p><u>Optional:</u> VIDEO: Indigenous Rights in Latin America: What Kind of Freedom Do They Offer? With Nancy Postero https://www.youtube.com/watch?v=_wip-HzeXBU&ab_channel=DWDdocumentary</p>

R Feb 1	Colonialism and Decoloniality	<p>Esguerra Muelle, C. (2019). Coloniality, colonialism, and decoloniality. In: The Routledge Handbook of Latin American Development (1st ed.) (pp 54 - 63) https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315162935</p> <p>Quijano, A. (2017). Chapter 32: 'Good Living': between 'development' and the De/Coloniality of Power. In: The Routledge Companion to Inter-American Studies (pp. 379–387). Routledge. https://doi.org/10.4324/9781315644981-42 pag 363- 371</p> <p><i>Optional:</i> VIDEO: Dr. Walter Mignolo. Remapping the order of knowing: The idea of 'Latin America' revisited. https://www.youtube.com/watch?v=Aple90by_Uk&ab_channel=ProjectforMediainthepublicinterest</p>
T Feb 6	Buen Vivir, Sumak Kasay, Sumak Kamaya	<p>Guest Lecture</p> <p>Gudynas, E. (2015) Chapter 48: Buen Vivir. In: Degrowth: A Vocabulary for a New Era. (pp 201-204). Routledge. https://doi.org/10.4324/9780203796146</p> <p>Gudynas, E. (2011). Buen Vivir: Today's tomorrow. Development (Society for International Development), 54(4), 441–447. https://doi.org/10.1057/dev.2011.86</p> <p>Artaraz, K., Calestani, M., & Trueba, M. L. (2021). Vivir bien/Buen vivir and Post-Neoliberal Development Paths in Latin America: Scope, Strategies, and the Realities of Implementation Introduction. Latin American Perspectives, 48(3), 4–16. https://doi.org/10.1177/0094582X211009461</p> <p><i>Optional:</i> Gallardo, G. (2023) Chapter 13: Sumak Kawsay for Indigenous women. In: From extractivism to sustainability: scenarios and lessons from Latin America. (pp 241-258). Routledge. https://doi.org/10.4324/9781003301981</p> <p>PODCAST: Vivir bien/Buen vivir and Post-Neoliberal Development Paths in Latin America: Scope, Strategies, and the Realities of Implementation https://www.youtube.com/watch?v=ON5hE-4Sa0A&ab_channel=LAPerspectives</p>
R Feb 8	Film Screen	
T Feb 13	Film Screen & Mid Term Review	
R Feb 15	Midterm #1 (30 %)	
Feb 18-24	Reading Break. No classes.	

T Feb 27	Human Rights	<p>Raab, J. (2021) Chapter 1: Human Rights in the Americas. In: Human Rights in the Americas. (pp 31-44) Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003120315</p> <p>Cardenas, S. & Root, R. (2022). Chapter 9: Human Rights Defenders. In: Human Rights in Latin America: A Politics of Transformation. (pp 223-249) Philadelphia: University of Pennsylvania Press. https://doi-org.ezproxy.lib.ucalgary.ca/10.9783/9781512822663</p>
R Feb 29	Human Rights	Guest Lecture - Readings TBA
T Mar 5	Extractivism	<p>Farthing, L., & Fabricant, N. (2018). Open Veins Revisited: Charting the Social, Economic, and Political Contours of the New Extractivism in Latin America. <i>Latin American Perspectives</i>, 45(5), 4-17. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0094582X18785882</p> <p>Svampa, M. (2019). Chapter 1: Dimensions of Neo-extractivism. In: <i>Neo-extractivism in Latin America: socio-environmental conflicts, the territorial turn, and new political narratives</i> (1st ed.). Cambridge University Press. pag 5 - 19</p> <p><u>Optional:</u> Defining (Agrarian/Agro) Extractivism: A Roundtable Discussion (English): https://www.youtube.com/watch?v=c0XxgXl_CnA&ab_channel=EXALTHelsinki</p>
R Mar 7	Agrarian Extractivism	<p>Guest Lecture</p> <p>Sauer, S. & Oliviera, R.A. Oliveira, K. (2021) Agrarian extractivism in the Brazilian Cerrado. In <i>Agrarian Extractivism in Latin America</i>. McKay, B. M., Alonso-Fradejas, A., & Ezquerro-Cañete, A (eds). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780367822958</p>
T Mar 12	Illegal economies & Corruption	<p>Sauls, L. A., Dest, A., & McSweeney, K. (2022). Challenging conventional wisdom on illicit economies and rural development in Latin America. <i>World Development</i>, 158, 105996-. https://doi.org/10.1016/j.worlddev.2022.105996</p> <p>Goldstein, D. M., & Drybread, K. (2018). The social life of corruption in Latin America. <i>Culture, Theory and Critique</i>, 59(4), 299–311. https://doi.org/10.1080/14735784.2018.1531816</p> <p><u>Optional:</u> Global Witness. “Buyers in Good Faith” documentary and report: https://www.globalwitness.org/en/campaigns/forests/buyers-good-faith/#:~:text=Global%20Witness's%20undercover%20investigation%20exposes,the%20Amazon%20towards%20the%20US</p>

R Mar 14	Illegal economies & Corruption	Guest Lecture - Readings TBA
T Mar 19	Environmentalism in Latin America	<p>Martinez-Alier, et al (2016) Chapter 1: Origins and Perspectives of Latin American Environmentalism In: Environmental Governance in Latin America (pp 29-57). Springer Nature. https://doi.org/10.1007/978-1-137-50572-9</p> <p>Optional: Penolpe Anthias. DON'T TOUCH TARIQUÍA: The Resistance of Chiquiacá (ENG SUBS) https://www.youtube.com/watch?v=R3SbF-nGZbl&ab_channel=PenelopeAnthias</p> <p>PODCAST: 49.3.2 From Standing Rock to Yanacocha: Policing and Environmental Activism https://podcasts.apple.com/us/podcast/49-3-2-from-standing-rock-to-yanacocha-policing-environmental/id1289450685?i=1000393278410</p>
R Mar 21	Environmentalism in Latin America	Guest Lecture - Readings TBA
T Mar 26	Midterm #2 Review	
R Mar 28	Midterm #2 (15%)	
T Apr 2	Group Presentation (3 groups, 20 min each) & Peer review	
R Apr 4	Group Presentation (3 groups, 20 min each) & Peer review	
T Apr 9	Group Presentation (3 groups, 20 min each) & Peer review	
R Apr 11	Guest lecture or film reflection essay due (15%)	

IMPORTANT DATES

M Jan 8	Start of Classes
R Jan 18	Last day to drop a class without a financial penalty
F Jan 19	Last day to add or swap a course
F Jan 26	Fee payment deadline for Fall Term full and half courses.
M Feb 19	Alberta Family Day No Classes.
Feb 18-24	Reading Break. No classes.
F Mar 29	Good Friday no classes
M Apr 1	Easter Monday no classes
T Apr 9	End of classes Last day to withdraw from half courses.
Apr 12-23	Fall Final Exam Period.
May 20-25	Exam period for Registrar deferred final exams

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>