
ANTH 321 (LEC01)
Ethnographic Overview of Latin America
GFC Hours 3-0

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SITUATING MYSELF

Greetings, Hola, Ñantörö! My name is Chelsea Rozanski, kin to a loud and loving family of Irish, German, Italian, and Polish descent. Among my non-familial kin in Bocas del Toro, Panamá, I am called Edi Unmlimon. I grew up in Delaware, but my feet have guided me to many lands far from 'home', including throughout Latin America and the Caribbean. For the past three years, they have rooted me in Moh'kinstsis, where I am grateful to live, work, and play on Treaty 7 territory. Here, I have come to know myself as a grower of plants and animals, forager of medicines, and student of foodways. In this class, I look forward to learning from one another, and exploring the intricacies that connect us all—from the Rockies to the Andes.

COURSE DESCRIPTION

This course will focus on three themes that underscore contemporary life throughout Latin America: 1) lingering manifestations of colonial history, 2) rapid social and cultural change in recent decades, and 3) the exercise of power in everyday life. A critical ethnographic approach to social analysis privileges the experiences and perspectives of local people and their communities, enabling rich qualitative consideration of complex questions about how macro social phenomena affect Latin Americans, their livelihoods, beliefs, practices, values, and ambitions. Some important processes addressed in this course will be: European conquest, urbanization, repressive military regimes, rural land reforms, social movements (i.e. human rights, Indigenous, ecological), neoliberal restructuring, and international development. Socio-cultural phenomena through which these processes will be assessed include: gender, class, and ethnic relations; Indigeneity; race; religion and spirituality; popular music and folklore; food production and consumption; housing and livelihoods; and health and illness. Societies and cultures of the Western hemisphere are inseparably interconnected as part of a woven region, the Americas, which must also be understood in the broadest global understanding. Therefore, this course will contextualize an Ethnographic Overview of Latin America within a globalized world.

Guiding our class this semester will be Sara Rodriguez Huencullan, an Indigenous Mapuche Elder from Chile with 84 years of life experiences. Alongside her partner, Oscar Jarra, Sara will contextualize her time in Chile, Mexico, Cuba, and Canada with the challenges and beauty in organizing community, building collective power, and raising awareness about exploitative colonial systems. During these Knowledge-Sharing Sessions (~5 this term), we will encourage participation and rich conversation. Our class will also welcome a panel of UCalgary graduate students from Latin America, and practitioners in the community. Throughout the semester, I will employ a learner-led instruction style, where students' voices, ideas, and experiences will guide the direction and outcomes of the course.

Prerequisite(s): Anthropology 203.

REQUIRED READINGS:

Readings are listed in the order in which they are assigned. They will include full books, book chapters and reviews, journal articles, declarations, reports, and news stories. The Taylor Family Digital Library may have limited hard copies. You can also find them for purchase online. Links to PDFs will be provided on D2L.

>> Galeano, E. (1997). *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. (In Spanish: *Las Venas Abiertas de América Latina*). Translated by Cedric Belfrage. New York: Monthly Review Press.

>> Ancestral Lands Of The Ese'Eja: The True People. Amazon Center for Environmental Education and Research (ACEER).

>> Valqui, M., Feather, C., and Espinosa Llanos, R. (2015). *Revealing the Hidden: Indigenous Perspectives on Deforestation in the Peruvian Amazon*. Interethnic Association for the development of the Peruvian Amazon (AIDSESP) and Forest Peoples Programme (FPP).

>> Ejército Zapatista de Liberación Nacional, EZLN (Zapatista Army of National Liberation) (2005). *Sixth Declaration of the Lacandon Jungle* (In Spanish: *La Sexta Declaración de la Selva Lacandona*).

>> Declaration of the International Forum for Agroecology, Nyéléni, Mali: 27 February 2015. (2017).

Development (Society for International Development), 58(2-3), 163–168.

>> Smolski, A. (2019). Class Struggle and Violence in Latin American Cities [Review of the books *Cities, Business, and the Politics of Urban Violence in Latin America*, by E. Moncada, and *Violence and Resilience in Latin American Cities*, by K. Koonings & D. Kruijt]. *Latin American Perspectives*, 48, 280-284.

>> Guerrón-Montero, C. M. (2020). Chapter 3: The Twenty-First Century and the Panamanian Tourist Industry, and Chapter 4: Touring the Archipelago of Bocas del Toro. In *From Temporary Migrants to Permanent Attractions: Tourism, Cultural Heritage, and Afro-Antillean Identities in Panama* (pp. 59-92). University of Alabama Press.

>> French, J. H. (2022). Paint It Black or Red: Serious Play in Brazil's Northeast. *Journal of Latin American and Caribbean Anthropology*, 27(1-2), 101-122.

>> Fotiou, E. (2020). Shamanic Tourism in the Peruvian Lowlands: Critical and Ethical Considerations. *Journal of Latin American and Caribbean Anthropology*, 25(3), 374-396.

>> Politis, G. (2015). Reflections on Contemporary Ethnoarchaeology. *Journal of Western Mediterranean Prehistory and Antiquity*, 46(1), 41-83.

>> Borecký, P., & Guerrón-Montero, C. M. (2021). Conclusion. In D. Podjed, M. Gorup, P. Borecký, & C. Guerrón-Montero (Eds.), *Why the world needs anthropologists* (1st ed., pp. 165-177). Routledge.

RECOMMENDED READINGS:

The following readings are not required, but are recommended to enrich student learning. This is a selected list; a complete list will be available on D2L.

>> Bonfil Batalla, Guillermo, and Philip Adams Dennis. (1996). *México Profundo: Reclaiming a Civilization*. University of Texas Press.

>> Borón Atilio. (1995). *State, Capitalism, and Democracy in Latin America*. Lynne Rienner.

>> Escobar, Arturo. (2008). *Territories of Difference: Place, Movements, Life, Redes*. Duke University Press.

>> Freire, Paulo. (2000). *Pedagogy of the Oppressed*. Continuum. 30th Ed.

REQUIRED TECHNOLOGY and EQUIPMENT:

In order to successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology:

>> A computer with a supported operating system and broadband internet connection to access D2L.

>> A current and updated web browser and word processor.

>> A camera (phone camera is fine) for the choice assessment: Food Photo Essay.

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:

- >> Critically analyze how the history of anthropological thought has shaped ethnographic research in Latin America.
- >> Identify cultural and geographical differences within the region and the changes that have occurred since waves of economic models of colonialism and neoliberalism.
- >> Explain how race, class, and gender have played a major role in the region's dynamics.
- >> Develop an understanding of the socioeconomic role migration to and from the region has played on Latin American countries.
- >> Recognize food as both a relational, cultural expression and an underpinning of corporatized, extractive agendas
- >> Discuss how economic factors have shaped recent social movements in the region.
- >> Conduct, interpret, and disseminate ethnographic research findings on a topic and country of interest in Latin America and the Caribbean.

COURSE REQUIREMENTS AND ASSESSMENT

- >> 25% of your total grade will be formative or experiential assessments (#1, 4, 5).
- >> 35% of your total grade will be a summative Midterm exam (#3).
- >> 40% of your total grade will be assessed by a multi-step research project (#2).

1- In-class assignments- "Index Card Captures": (Multiple Dates) 10%

"Index Card Captures" promote student punctuality and preparedness. A total of 10 in-class mini assignments will be held throughout the semester, each worth 1%. These will be unannounced and based on the required readings and videos assigned for that week. Upon entering class, you will be handed an index card and provided a prompt on the front screen. You will be given 10 minutes to complete the prompt—or "capture" your response—using the front and back of the card. Be sure to include your Last Name, First Name, and UCID at the top—in that order—to earn credit. Cards will be collected after 10 minutes. Those who require additional time on this task—as stated on an official SAS Letter—can hand in their cards at the end of class. If you miss class due to illness or extenuating circumstances, check D2L for the day's lecture slides to see if there was an Index Card Question. If so, send your response via email to the TA within 24 hours.

2- Ethnographic Research & Class Presentations: (Multiple Dates) 40%

On September 13th at 12:00 PM, a portal on D2L (Communication -> Groups -> Research Project & Presentation) will open for students to sign up for a topic and country of interest to conduct an ethnographic study. Options will be based on the themes covered from Week 5 onward (Oct 4-Dec 1). Electronic sign-ups will be on a first come/first serve basis, until the portal closes on Sept. 22nd at 11:59 PM. Those who did not sign up will be assigned a topic and date by the instructor.

Example:

Week 5: Theme "Extractive Industries & The Idea of "Development"	Presentation Date: Oct 4	Country: Mexico	Choose a Topic: Hydrocarbon
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After your topic and country are confirmed on D2L, you will:

- a) Conduct a literature review using at least 10 peer-reviewed articles published since 2010.
- b) Write a 5-page paper on your findings. The paper should be double-spaced, type in 12-pt font, Times New Roman, with 1-inch margins, page numbers, and left-aligned. The paper should include a title (title page is optional), an introduction, the body of the literature review, a discussion, a conclusion and a full reference section. Make sure you properly in-text cite all sources using APA 7th Edition (<https://apastyle.apa.org/>). The optional title page and reference section will not count towards the 5-page requirement. A more detailed rubric will be provided on D2L. The paper will be worth 30% of your total weighted grade.
- c) Prepare a 3 to 5-minute presentation on your findings, together with a 1-page handout for the class to be posted on D2L, focusing on recent Anthropological research on your findings. You will present during the week the topic chosen will be covered. By the start of class (9:30 AM), you must submit your research paper to a D2L Dropbox. The presentation will be worth 10% of your total weighted grade.

3- Midterm (October 18) 35%

The midterm will be an in-class, closed-book exam. Questions will be explicitly tied to course readings, lectures, class discussions, and films from the first part of the course (from September 6 to October 13). It will be a total of 100 points, broken into the following formats: multiple choice (20 pts), fill in the blanks (20 pts), a map (20 pts), and short answer (40 pts). In the map portion ("Learning the Landscape"), you will be expected to identify major geographical features of Mexico, the Caribbean, Central and South America. A study map of 40 geographical features will be made available on D2L, but only 10 will be chosen for the midterm, each worth 2 points. "Learning the Landscape" encourages students to think beyond socially-constructed borders to how peoples, plants, and movements are shaped by environmental landscapes and economic agendas.

4- Film Critique OR Food Photo Essay: (November 24) 15%

For this assignment, you will have a choice between two assessments. You cannot complete both for extra credit. Upload to a D2L Dropbox by 11:59 PM on November 24th.

- a) Ethnographic Film Critique: We will see a number of films and short videos in class, as they are a valuable visual resource for learning about Latin America without actually being there. You will choose a film from an approved list (which will be posted on D2L) and watch it outside of class. You will then write a 500-750 word paper critiquing the film.
- b) Food Photo Essay: Foodways are an integral part of human existence, and in Latin America, they are deeply woven into the social fabric. This assignment challenges students to step outside their comfort zone and get a 'taste' for another cultural tradition. You will choose a culinary dish specific

to a region or ethnic group, and bring it to life in your personal kitchen. Low-cost, staple ingredients can be found in most international aisles of the grocery store and in local Latin markets. Using your phone or other camera, you will compile a 1-page photo essay that captures the journey taken to recreate the dish, along with a 300-500 word analysis of the historical, cultural, and economic significance of the dish and its ingredients.

5- Extra Credit- “Exploring Latin America and the Caribbean in Calgary”: (December 6)

To get outside the classroom and engage with Calgary’s diverse community, students will have the option to attend and write about up to 4 activities focused on Latin America and the Caribbean. These may include a public talk, conference panel, seminar, community association event, musical or food-related gathering, etc. Based on the experience, you will write a 300-500 word reflection paper. Papers will be graded on a scale of 0, 0.5, or 1 point. You can earn up to 4 points, which would be added to your Midterm score (.e., if you score 87 points on your midterm, it could increase up to 91 points). This is an experiential assessment, not formative, and therefore feedback will not be provided. Classmates may attend events together, but each person must write their own distinct reflection. If you are unsure an event will qualify for credit, consult with the TA ahead of time. Upload to a D2L Dropbox by 11:59 PM on December 6th.

- >> There is no final examination for this course.
- >> You do not need to pass each course component to earn a passing grade in the class.
- >> Beyond the extra credit assignment provided, there will be no further extra credit available.
- >> Without prior approval, late assignments will be penalized by 10% per day, including weekends.
- >> If a student misses an assignment due to illness or an extenuating circumstance, extension requests will be made on a case-by-case basis.

MISSED EXAMS OR ASSESSMENTS

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. 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.

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

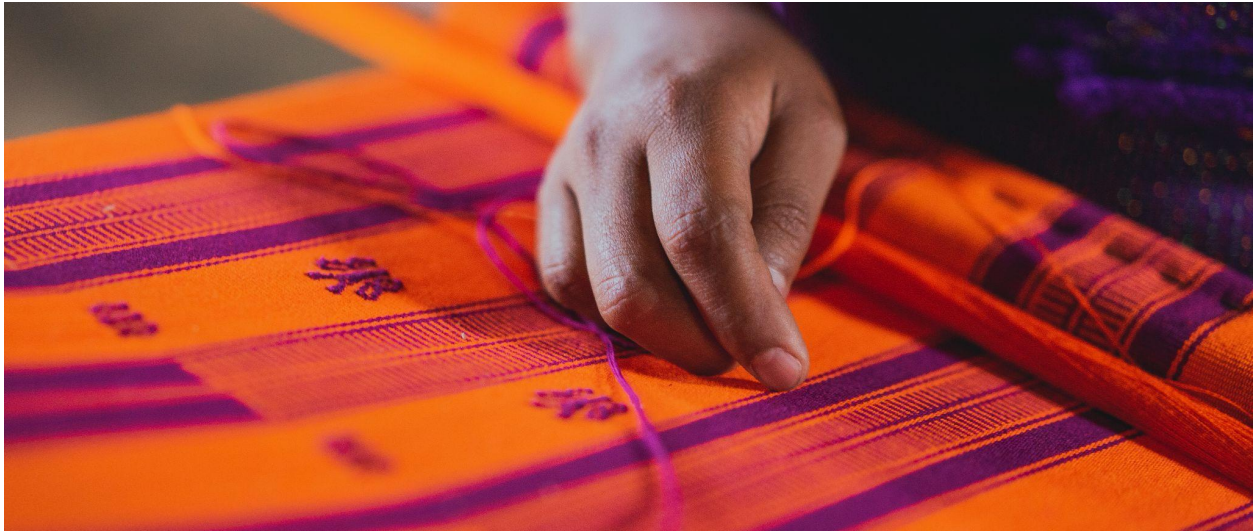
Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

Each item of coursework will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

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

B+	80– 84.9%	C	63 – 66.9%	F	< 50%
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COURSE POLICIES

The Desire to Learn (D2L):

All course materials and information, as well as unofficial grades, will be posted on D2L.

Email Policy:

Please use your U of C email address in all communications. Most of the time, you can expect a reply to an email within 48 hours. Email communications should always be in a professional manner using your first and last name.

Cell Phone and Laptop/Tablet Policy:

Cell phones must be kept in a mute setting during the class. Laptops and tablets should be used only for taking notes.

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/university-policies-procedures/accommodation-students-disabilities-procedure>.

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 Anthropology 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-](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
- >> Emergency Evacuation/Assembly Points
- >> Safewalk



TENTATIVE CLASS SCHEDULE

Please note that the schedule below is tentative. Some topics will require more attention than others, and we will take more time with them. Any changes will be announced in class.

DATE	TOPICS	READINGS DUE	ASSIGNMENT DUE
WEEK ONE: Ways of Knowing & Power Relations			
T Sept 6	Course Introduction Elder Knowledge-Sharing Session	Course Outline, Be familiarized with D2L	
R Sept 8	Anthropology in Latin America: Colonial Roots & Critical Research	‘Open Veins’ Part 1.1	

WEEK TWO: Visual Ethnography in Latin America: Voice, Representation, & Identity Politics			
T Sept 13	Film: Land and Water Revisited	'Open Veins' Part 1.2	
R Sept 15	Discussion & Group Activity	'Open Veins' Part 1.3	
WEEK THREE: Weaving Political, Socio-Cultural & Economic Threads			
T Sept 20	Elder Knowledge-Sharing Session	'Open Veins' Part 2.1	
R Sept 22	<i>The War on Cuba</i> : 3-Part Series & Discussion.	'Open Veins' Part 2.2	
WEEK FOUR: Landscapes, Peoples, & "Resources"			
T Sept 27	Interconnections of Ethnoecology, Foodways, & Ideology	'Ese'Eja' pg. 1-34	
R Sept 29	Community Spotlight: Cultural Mapping with the Ese'Eja of Perú	'Ese'Eja' pg. 35-110	
WEEK FIVE: Extractive Industries & The Idea of "Development"			
T Oct 4	Extractivism & Neoliberal Agendas	'Ese'Eja' pg. 111-155	Student Presentations
R Oct 6	Deforestation, Conservation & Community Stewardship	'Revealing the Hidden' Part 1-2	Student Presentations
WEEK SIX: Urbanization & Migration			
T Oct 11	Patterns of Movement to Urban Centres and the "Global North"	'Revealing the Hidden' Part 3-4	Student Presentations
R Oct 13	Review for Midterm	'Revealing the Hidden' Part 5-7	Student Presentations
WEEK SEVEN: Knowledge-Sharing & Critical Dialogue			
T Oct 18	Midterm		Midterm (In-Class)
R Oct 20	UCalgary Graduate Student Panel	Come with 1-2 questions for panelists	<i>Make up Student Presentations (TBD)</i>
WEEK EIGHT: Social Movements & Forms of Resistance			
T Oct 25	Elder Knowledge-Sharing Session Community Spotlight: Zapatistas and Mapuche Resilience	'Sixth Declaration of Lacandon'	Student Presentations
R Oct 27	La Vía Campesina	'Declaration of Nyéléni'	Student Presentations

WEEK NINE: Violence & Liberation			
T Nov 1	Gender, Sex, & Sexuality	News Stories on D2L	Student Presentations
R Nov 3	Class, Race, & Ethnicity	'Class Struggle and Violence' Book Review	Student Presentations
Nov 8-10 NO CLASS: TERM BREAK			
WEEK TEN: Poverty, Performativity, & Entrepreneurship			
T Nov 15	Cooperatives, Ecotourism, & Innovation	'Temporary Migrants' Chapter 3	Student Presentations
R Nov 17	Community Spotlight: Ngäbe of Panamá	'Temporary Migrants' Chapter 4	Student Presentations
WEEK ELEVEN: Expressions of Knowing, Being, Doing, & Connecting			
T Nov 22	Storytelling through Music, Theatre, Dance, & Art.	'Paint it Black or Red'	Student Presentations
R Nov 24	Spirituality & Healing	'Shamanic Tourism'	Student Presentations Film Critique or Food Photo Essay (11:59 PM)
WEEK TWELVE: Archaeology Meets Ethnography			
T Nov 29	Guest Lecture by our TA: Maya Archaeology (TBD)	Reading TBD by TA	Student Presentations
R Dec 1	<i>The Moche Route</i> : Ethnoarchaeology Film + Discussion	'Reflections on Ethnoarchaeology'	Student Presentations
WEEK THIRTEEN: North-Central-South America...We Are All Woven Together			
T Dec 6	Final Class Together Elder Knowledge-Sharing Session Group Activity: Warp & Weft	'Why the World Needs Anthropologists' p. 165-177	Extra Credit (11:59 PM) <i>Make up Student Presentations (TBD)</i>

IMPORTANT DATES (2022)

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

- >> September 6: First day of lectures
- >> September 15: Last day to drop this course with no "W" notation and **still receive a tuition fee refund.**
- >> September 16: Last day to add/swap a course
- >> September 23: Fee payment deadline for Fall Term full and half courses.

- >> September 30: University Closed National Day for Truth and Reconciliation
- >> October 10: Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
- >> November 6-11: Term Break No Classes
- >> November 11: Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
- >> December 6: Last day of our class
- >> December 7: Fall Term Lectures End. **Last day to withdraw with permission** from Fall Term half courses.
- >> December 10-21: Fall Final Exam Period
- >> December 23: Last Day of the Term. All assignments that have been extended (with instructor approval) need to be submitted by this date at 11:59 PM.