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**ANTH 321 (LEC01)**  
**Ethnographic Overview of Latin America**  
GFC Hours 3-0  
Fall 2023

<b>Instructor:</b>	Armando Anaya-Hernandez	<b>Lecture Location:</b>	EDC 388
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<b>Office Hours:</b>	By appointment only		
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**Prerequisite(s):** Anthropology 203

### **COURSE DESCRIPTION**

This course is intended to offer a comprehensive approach to Latin America, focusing on both its cultural diversity as well as its historic commonalities. In this sense, special emphasis will be set on the main events from pre-Columbian times to the turn of the Twenty first century that have given shape to present day Latin America.

Many North Americans have a stereotyped vision of Latin America and its inhabitants. For the most part Latin America represents a pleasant worry-free destination to those seeking refuge from the harsh Canadian winters, for others it is a region tagged with poverty, violence, corruption, and instability. These images along with most of the news broadcasts are passed on to us through the North American mass media. Thus, we end up with a watered-down version of Latin America and are puzzled by the apparent failure of Latin Americans to embrace democracy, political stability, and economic development.

Therefore, the main objective of this course will be to explore and analyze some of the apparent contradictions of contemporary Latin America created by some of the issues outlined above, against its cultural and historical background.

### **LEARNING OUTCOMES:**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. It is expected that by the end of this course the students will have a better

understanding of these issues, and how they influence the response to the process of globalization by the different sectors that compose the population of Latin America. Upon completion of this course, students should be able to:

- 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.
- Discuss how economic factors have shaped recent social movements in the region.

### **REQUIRED READINGS**

Readings include book chapters and journal articles. Required readings will be indicated in the class schedule at the end. The Taylor Family Digital Library may have limited hard copies. You can also find them for purchase online. Links to PDFs to the articles and some textbooks (\*) will be provided on D2L

\*Booth, J., Wade, C., and Walker, T. (2020). *Understanding Central America* (7th ed.). Taylor and Francis.

\*Chomsky, N. (1985). *Turning the Tide US Intervention in Central America and the Struggle for Peace*. The Electric Book Company/Pluto Press Ltd.

Clayton L.A., M.L. Conniff and S.M. Gauss (2017) *History of Modern Latin America*. 3d Edition. University of California Press.

\*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.

Smith, P.H. and James N. Green (2018). *Modern Latin America* 9<sup>th</sup> Edition. Oxford University Press.

### **REQUIRED TECHNOLOGY and EQUIPMENT:**

- A computer with a supported operating system and broadband internet connection to access D2L.
- A current and updated web browser and word processor.

### **COURSE REQUIREMENTS AND ASSESSMENT**

1. 30% of your total grade will be assessed by three article questionnaires (7.5% each).
2. 40% of your total grade will be assessed by an essay based on a film a book chapter and one article.
3. 15 % of your total grade will be assessed by a Midterm exam.
4. 15 % of your total grade will be assessed by a Final exam.

#### **1. Three article questionnaires (Sep. 19, Oct. 24, and Nov. 28):**

The questionnaire is an assignment that requires a student to critically read a research article outside of regularly scheduled class time and reflect upon it. The task is to identify the key concepts. The questionnaires links will be posted on D2L on three

different dates according to the lecture calendar (September 19, October 24, November 28). **Each questionnaire will consist of 10 multiple choice questions worth 10%, which sums to 30% of your total grade.**

**2. Midterm Exam (Oct. 19)**

The midterm will be an in-class, closed-book multiple choice questions exam. **The midterm exam will be worth 15% of your total weighted grade.** Questions will be explicitly tied to course readings, lectures, class discussions, and films from the first part of the course (from September 5 to October 17).

**3. Essay (Nov. 9):**

An essay is a composition that explores a concept, argument, idea, or opinion from the personal perspective of the writer, and it's written to present a coherent argument to persuade the reader that your position is credible (i.e., believable, and reasonable), or to simply inform the reader about a particular topic. The essay will be based on the film "Man with Guns," Noam Chomsky Chapter "Vignettes of the Free World", and Márcio Moutinho Abdalla's Rethinking Polanyi's "Fictitious Commodities Based on the Brazilian Nuclear Segment." It is due on November 9, after the semester break. The essay should be 700-1000 word long, double-spaced, type in 12-pt font, Times New Roman, with 1-inch margins, page numbers, and left-aligned. Make sure you properly in-text cite all sources using APA 7th Edition (<https://apastyle.apa.org/>). A more detailed rubric will be provided on D2L. **The essay will be worth 40% of your total weighted grade.** Upload to a D2L Dropbox by 11:59 PM on the due date.

**5. Final Exam (Dec. 5):**

The final exam will be an in-class, closed-book multiple choice questions exam, **worth 15% of your total weighted grade.** Questions will be explicitly tied to course readings, lectures, class discussions, and films from the first part of the course (from October 24 to November 30).

- Without prior approval, late assignments will be penalized by 5% per day, including weekends.

**MISSED EXAMS OR ASSESSMENTS**

Missed examinations/tests cannot be made up without the approval of the instructor. Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction (see: <https://www.ucalgary.ca/registrar/exams/deferred-final-exams>). Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/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. Makeup tests/exams may differ significantly (in form and/or content) from the regularly scheduled test/exam [**good to specify how, if you know**]. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a day/time scheduled by the instructor.

Deferral of the registrar-scheduled final exam requires Registrar approval  
<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

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 Region 3.

**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.

**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/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](http://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](http://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**

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS</b>	<b>ASSIGNMENT DUE</b>
<b>WEEK ONE</b>			
<b>COURSE INTRODUCTION</b>			

T SEP 5	Why Latin America?	Smith and Green (2019), Chapter 1	
R SEP 7	Colonial Legacies	Smith and Green (2019), Chapter 2	
<b>WEEK TWO</b>			
<b>INDEPENDENCE FROM EMPIRE</b>			
T SEP 12	The roots of Independence	Smith and Green (2019), Chapter 2	
R SEP 14	The Aftermath of Independence	Smith and Green (2019), Chapter 2	
<b>WEEK THREE</b>			
<b>THE NEW REPUBLICS</b>			
T SEP 19	Building nations in the shadow of empire	Gledhill, J. (2021), pp. 1-8	Questionnaire on 1. Lust for Gold, Lust for Silver. E. Galeano <i>The Open Veins of Latin America</i> , pp. 11-58.
R SEP 21	Indigenoussness, mestisaje and state-building/ Urban anthropology, transnationalism and new social movements	Gledhill, J. (2021), pp. 14-22	
<b>WEEK FOUR</b>			
<b>THE FORGING OF THE NEW REPUBLICS</b>			
T SEP 26	The Crisis of Independence (1810-1825)	Smith and Green (2019), Chapter 2	
R SEP 28	The Consolidation of Latin American States	Clayton, Conniff and Gauss (2017), pp. 117-129	
<b>WEEK FIVE</b>			
<b>CENTRAL AMERICA A REGION IN TURMOIL I</b>			
T OCT 3	A Common History	Booth, Wade, and Walker (2020), pp. 17-27	
R OCT 5	The Crisis of Poverty and its Causes	Booth, Wade, and Walker (2020), pp. 9-16	
<b>WEEK SIX</b>			
<b>CENTRAL AMERICA A REGION IN TURMOIL II</b>			
T OCT 10	Free World Vignettes	Chomsky, N. (1985), pp. 11-71	
R OCT 12	Film Man with Guns		
<b>WEEK SEVEN</b>			
<b>CENTRAL AMERICA A REGION IN TURMOIL III</b>			
T OCT 17	Discussion of Film and Reading		

R OCT 19	<b>Midterm exam</b>		
<b>WEEK EIGHT</b>			
<b>EMERGENCE AND MATURITY OF NATIONS-STATES</b>			
T OCT 24	The Development of Nations Part I	Clayton, Conniff and Gauss (2017), pp. 160-175	Questionnaire on Latin America Five Centuries of Globalization. D.Antón, pp. 25-47
R OCT 26	The Development of Nations Part II	Clayton, Conniff and Gauss (2017), pp. 176-212	
<b>WEEK NINE</b>			
<b>MEXICO THE TAMING OF A REVOLUTION</b>			
T OCT 31	Causes, Armed Conflict and Institutionalization of the Revolution	Smith and Green (2018), pp. 264-274	
R NOV 2	Stability, Development and Globalization	Smith and Green (2018), pp. 274-295	
<b>WEEK 10</b>			
<b>DICTATORSHIPS IN LATIN AMERICA</b>			
T NOV 7	Latin America Under State of Siege	Beltran López J.C., Valencia Grajales, J.F., and Marín Galeano, M.S. (2021), pp. 17-50	
R NOV 9	Return to Democracy	Donoso, S. (2017), pp. 1-20	Essay based on film and readings
<b>NOV 14 &amp; 16 NO CLASSES TERM BREAK</b>			
<b>WEEK 11</b>			
<b>ENTER NEOLIBERALISM</b>			
T NOV 21	Neoliberalism and Social Conflict	Seoane J., E. Taddei, C. Algranati (2005), pp.113-126	
R NOV 23	Chile: The triumph of Neoliberalism?	Nef, J. (2003), pp. 16-40	
<b>WEEK 12</b>			
<b>INDIGENOUS MOBILIZATIONS</b>			
T NOV 28	The "Indian Problem"	Lucero, J.A. (2003), pp. 23-48	Questionnaire on Latin American Culture and the Challenge of Globalization. V. Armony and P. Lany, pp. 243-252



R NOV 30	Conclusions: What Future for Latin America?	Smith and Green (2019), Chapters 15 & 16	
<b>WEEK 13</b>			
T DEC 5	<b>Final Exam</b>		

### IMPORTANT DATES

M Sept 4	Labour Day, No Classes
T Sept 5	Start of Classes
R Sept 14	Last day to drop a class without a financial penalty
F Sept 15	Last day to add or swap a course
F Sept 22	Fee payment deadline for Fall Term full and half courses.
S Sept 30	National Truth and Reconciliation Day
M Oct 9	Thanksgiving Day, No Classes.
M Nov 13	Remembrance Day Observance
Nov 12-18	Reading Break. No classes.
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-20	Fall Final Exam Period.
Dec 25-31	Holiday Observance, University Closed.

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