

ANSC 142: The Anthropology of Latin America
Winter 2018
Professor Nancy Postero

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Class Times: Tues/Thurs, 9:30-10:50am
Office hours: Thurs. 1-3pm

TA: Maddie Boots
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Description of Course:

Latin America is a huge, heterogeneous, and complex place. Its peoples demonstrate an enormous diversity in ethnicity, language, religion, and political organization, yet they have faced some common challenges: colonialism, resource extractivism, racialization of its peoples, liberalism, modernization, and, more recently, neoliberalism. Moreover, the region has undergone enormous changes over the last few decades, revealing new social movements, new engagements with global capitalism, and new political relations between peoples and the state. This survey class will approach this variation through the lens of anthropological accounts, focusing on how anthropologists have seen and represented the region's peoples and cultures. What is included and excluded in such a gaze?

Course Requirements:

1. Students should be prepared to READ a substantial amount. If you are not going to do the reading, please do not take the class. I am NOT assigning a long research paper in this class because I know there is a lot of reading. So, the contract is if you take the class, you agree to do the reading.

"How do I read all this???" Much of the reading comes from ethnographies, which often include descriptions of people's behavior, customs, and values. It is not necessary to capture all the details of such readings, but rather to get a "feel" for what the author is describing. Always read for the arguments and ideas rather than the "facts".

2. There will be a take-home midterm (due February 14, 2017) and an in-class final exam (week of March 20, 2017). Both will be primarily essays.

3. Students will also have two short writing exercises. First, each week a small group of students will make a 10-15 minute presentation of the readings to the class. This will require the students to meet outside of class to decide what is important about the reading and how to present it to the class. The presentation should briefly explain the ethnographic context, the main argument, and the significance of the work for the class. Then, each student will write a two-page critical response paper analyzing the reading. It should also include a "critical"

reaction to the piece, meaning your assessment of its contributions and limitations. This will be due the week after the class presentation in TA's mailbox.

Second, during the second half of the class, each student will choose a current event in Latin America that relates to the issues we have talked about in class, and write a four page report about it. The report should take up something that has happened in the last year and discuss the context and history of the event, and the meanings it might have for the participants or other actors. How do the readings and discussions in the class help you think about the issue? Each report should include citations to at least three different news or media sources about that event and should analyze it in relation to the theoretical framework or argument from one scholarly book or article (this can be something from the syllabus or something else you find in your research). The TA must approve your topic in advance. The report will be due Monday, March 12, 2017, by 4pm in TA's mailbox.

4. The grades will be calculated as follows:
Presentation and Critical Response Paper: 20%
Midterm: 30%
Current Event Paper: 20%
Final: 30%

5. Students are expected to participate in class discussions. The class will be much more enjoyable for all of us if we have collective discussions and dialogues. There will also be an optional discussion section run by the TA.

Readings: All readings will be available as pdfs on the class TritonED site.

Class/Readings Schedule:

******NOTE: No Class on Tuesday January 9, 2018******

Lecture 1: January 11, 2018: Introduction

No readings

Part One: Colonial Beginnings

Lecture 2: January 16, 2018: Invasion and Colonization

a. Stern, Steve, 1993. Introduction: The Challenge of Conquest in Wider Perspective, and Prologue: Paradigms of Conquest: History, Historiography, and Politics. *In* Peru's Indian Peoples and the Challenges of Spanish Conquest. Madison: University of Wisconsin Press (pp. xv-liii).

b. Galeano, Eduardo, 1973. Lust for Gold, Lust for Silver. *In* Open Veins Of Latin America, Five Centuries of the Pillage of a Continent. New York: Monthly Review Press. (pp. 21-70)(49 pp).

Lecture 3: January 18, 2018: Legacies of the Conquest: Race Domination and Mestizaje

- a. Knight, Alan, 1990. Racism, Revolution, and Indigenismo: Mexico, 1910-1940. *In* The Idea of Race in Latin America, 1870-1940, Richard Graham, ed. Austin: University of Texas Press (pp 71-113).
- b. Anzaldúa, Gloria, 1987. "Entering into the Serpent" and "La Conciencia de la Mestiza, Towards a New Consciousness" in *Borderlands, La Frontera, The New Mestiza*. San Francisco: Aunt Lute Books. Pp 47-61 and 99-113. (28 pp)

Part Two: Poverty, Class, and Inequality

Lecture 4: January 23, 2018: Early Theories about Poverty

- a. Lewis, Oscar, 1966. Introduction, *In* La Vida; a Puerto Rican Family in the Culture of Poverty – San Juan and New York, pp. xi-lii (41 pp)
- b. Foster, George, 1965. Peasant Society and the Image of Limited Good. *American Anthropologist* 67(2): 300-323 (23pp).

Lecture 5: January 25, 2018 Structural Violence

Scheper-Hughes, Nancy, 1992. (M)other Love, in *Death Without Weeping, the Violence of Everyday Life in Brazil*. Berkeley: University of California Press (pp. 340-399)(49pp).

Lecture 6: January 30, 2018: Labor and Exploitation

- a. Nash, June, 1979. Conditions of Work in the Mines, *In* We Eat the Mines and the Mines Eat Us. New York: Colombia University Press, pp. 170-209 (39 pp).
- b. Green, Linda, 2003. Notes on Mayan Youth and Rural Industrialization in Guatemala. *Critique of Anthropology* 23(1):51-73.

FILM: Mined to Death

Lecture 7: February 1, 2018: Contemporary Class Relations

- a. Goldstein, Donna, 2003. The Aesthetics of Domination, Class, Culture, and the Lives of Domestic Workers, *In* Laughter Out of Place, Race, Class, Violence, and Sexuality in a Rio Shantytown. Berkeley: University of California Press. (pp. 58- 101) (43pp.)
- b. Caldeira, Teresa, 1996. Fortified Enclaves, The New Urban Segregation. *Public Culture* 8: 303-328 (25pp).

Part Three: Race, Gender, and Citizenship

Lecture 8: February 6, 2018: The 1990s: New Social Movements and Indigenous Rights

- a. Postero and Zamosc, Indigenous Movements and the Indian Question in Latin America, in *The Struggle for Indigenous Rights in Latin America*. Brighton, UK: Sussex Press, pp1-31.

b. Alvarez, Sonia, Evelina Dagnino, and Arturo Escobar, 1998. Introduction: The Cultural and the Political in Latin American Social Movements, in *Cultures of Politics and Politics of Cultures, Re-visioning Latin American Social Movements*, eds. Alvarez, Sonia, Evelina Dagnino, and Arturo Escobar. Boulder, CO: Westview Press, Pp 1-29.

MIDTERM PROMPT OUT THIS WEEK

Lecture 9: February 8, 2018: Gendering Race

Canessa, Andrew, 2012. "Intimate Citizens" and "Sex and the Citizen" in Intimate Indigeneities, Race, Sex, and History in the Small Spaces of Andean Life. Durham, NC: Duke University Press, pp 216-280 (64pp).

Lecture 10: February 13, 2018: Sex and Violence

- a. Rahier, Jean Muteba, 1999. "Body politics in Black and white: Senoras, mujeres, blanqueamiento and Miss Esmeraldas 1997-1998, Ecuador." *Women & Performance: a journal of feminist theory* 11 (1): 103-120.
- b. Quiñones, Sam, 2001. "The Jotos of La Fogata" and "The Dead Women of Juarez" in True Tales from Another Mexico. Albuquerque, NM: University of New Mexico Press, pp 79-96, 137-152 (32pp)

TAKEHOME MIDTERM DUE: FEBRUARY 14, 2018, by 4pm in TAs mailbox and to turnitin.com.

Part Four: State Violence and Human Rights

Lecture 11: February 15, 2018: Suffering and State Violence

Green, Linda, 1999. The Embodiment of Violence: Lived Lives and Social Suffering, *In Fear as a Way of Life, Mayan Widows in Rural Guatemala*. New York: Columbia University Press. (pp. 111- 124) (13 pp.)

FILM: Discovering Dominga

Lecture 12: February 20, 2018: Transitional Justice

- a. Theidon, Kimberly, 2006. Justice in Transition, The Micropolitics of Reconciliation in Postwar Peru. *Journal of Conflict Resolution* 50 (3): 433-457. (24 pp.)
- b. Arditti, Rita, 1999. Finding the Children and Captive Minds, *Captive Hearts, In Searching For Life, The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*. Berkeley: University of California Press. (pp. 102- 143) (41 pp.)

Part Five: Late Capitalism in Latin America

Part Lecture 13: February 22, 2018: Neoliberal Multiculturalism

- a. Hale, Charles R, 2004. Rethinking Indigenous Politics in the Era of the "Indio Permitido". *NACLA Report on the Americas* 38(2):16-20 (4pp).

b. Postero, Nancy, 2007. Forming Neoliberal Subjects: NGOs and 'Responsible' Self-Government, in *Now We Are Citizens, Indigenous Politics in Post-Multicultural Bolivia*. Stanford, CA: Stanford University Press.

Lecture 14: February 27, 2018: Transborder Lives

a. Quiñones, Sam, 2001. Nuevo Chapícuaro, in *True Tales from Another Mexico*. Albuquerque, NM: University of New Mexico Press, pp 283-292 (9pp).

b. Stephen, Lynn, 2007. Surveillance and Invisibility in the Lives of Indigenous Farmworkers in Oregon, *In Transborder Lives, Indigenous Oaxacans in Mexico, California, and Oregon*. Durham: Duke University Press. (pp 143-177) (34 pp).

Lecture 15: March 1, 2018: Enduring Late Capitalism

a. Han, Clara, 2004. The Work of Indebtedness: The Traumatic Present of Late Capitalist Chile. *Culture, Medicine, and Psychiatry* 28:169-187 (19pp).

b. Risor, Helene, 2010. Twenty Hanging Dolls and a Lynching: Defacing Dangerousness and Enacting Citizenship in El Alto, Bolivia. *Public Culture* 22(3): 465-485 (20pp)

Lecture 16: March 6, 2018: Extractivism and Justice 1: Case Study from Ecuador

Kane, Joe, 1994. Moi Goes to Washington. *The New Yorker* 5/2/93 (pp74-81) (8pp).

FILM: Trinkets and Beads, about the Huaorani Indigenous People of Ecuador

Lecture 17: March 8, 2018: Extractivism and Justice 2: Case Study from Bolivia

a. Gudynas, Eduardo, Gudynas. The New Extractivism of the 21st Century, Ten Urgent Theses about Extractivism in Relations to Current South American Progressivism. *Americas Program Report* (Washington, DC: Center for International Policy, January 21, 2010).

b. Postero, Nancy, 2017. Chapter Five, Race and Racism in the New Bolivia, in *The Indigenous State: Race, Politics and Performance in Plurinational Bolivia*. University of California Press. (Book available open access at: <https://doi.org/10.1525/luminos.31>)

CURRENT EVENT REPORT DUE MONDAY, March 12, 4PM

Lecture 18: March 13, 2018: The Move to Decolonization

a. Quijano, Aníbal, 2007. Coloniality and Modernity/Rationality. *Cultural Studies* 21(2-3):168-178.

b. Postero, Nancy, 2017. Chapter Three: Wedding the Nation: Spectacle and Political Performance, in *The Indigenous State: Race, Politics and Performance in Plurinational Bolivia*. University of California Press. (Book available open access at: <https://doi.org/10.1525/luminos.31>)

Lecture 19: March 15, 2018: Conclusions: Activist Anthropology?

Speed, Shannon. 2006. At the crossroads of human rights and anthropology: toward a critically engaged activist research. *American Anthropologist* 108:66-76.

FINAL EXAM: WEEK OF MARCH 20, 2018